

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L230 / THE ARMY WRITING STYLE
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	None
TSP Users	400-PLDC, Primary Leadership Development Course 400-PLDC PH II, Primary Leadership Development Course, Phase II
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875</p> <p>E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
158-300-0010	Write in the Army Style

**This TSP
Contains**

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THE ARMY WRITING STYLE
L230 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-PLDC	1	Primary Leadership Development Course
	400-PLDC PH II	1	Primary Leadership Development Course
Task(s) Taught (*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	158-300-0010 (*)	Write in the Army Style	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		1 hr 5 mins /Conference / Discussion	
		45 mins /Practical Exercise (Performance)	
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	2 hrs	
Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>	
	Testing (to include test review)		N/A
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	None		
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 25-50	PREPARING AND MANAGING CORRESPONDENCE	03 Jun 2002	
DA PAM 600-67	EFFECTIVE WRITING FOR ARMY LEADERSHIP	02 Jun 1986	

Student Study Assignments

Before class--

- Read Student Handout 1, Advance Sheet.
- Read Student Handout 2, Extracted Material from AR 25-50.
- Read Student Handout 3, Extracted Material from DA Pam 600-67.
- Read Student Handout 4, Extracted Material from TSP 158-F-0010.
- Complete Student Handout 5, The Army Writing Style Programmed Text.

During class--

- Participate in group discussion.
- Complete PE-1 and PE-2.

After class--

- Turn in recoverable materials.

Instructor Requirements

1:8, SSG, PLDC graduate, who meets the requirements outlined in the PLDC CMP, or SFC, PLDC graduate, who meets the requirements outlined in the PLDC CMP (only used in the absence of an SSG and approved by the proponent commandant or post commander).

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD PROJECTION SYSTEM	1:16	1:2	No	1	No
6730-00-577-4813 SCREEN PROJECTION: BM-10	1:16	1:2	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:2	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:2	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	No	1	No

* Before Id indicates a TADSS

**Materials
Required****Instructor Materials:**

- Viewgraphs: VGT-1 thru VGT-10.
- TSP.
- AR 25-50.
- DA Pam 600-67.
- Dictionary.

Student Materials:

- Pen or pencil and writing paper.
- Any materials required by the NCOA's SOP.
- AR 25-50 (SH-2).
- DA PAM 600-67 (SH-3).
- Extracted Material from TSP 158-F-0010 (SH-4).
- The Army Writing Style Programmed Text (SH-5).

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM (40X40 PER 16 STUDENTS)

**Ammunition
Requirements**

<u>ID</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class and PEs.
- This TSP has questions throughout to check on learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- You must know the information in this TSP well enough to teach from it not read from it.

During class--

- Conduct the class in accordance with this TSP.
- Conduct PE-1 and PE-2.

After class--

- Collect all recoverable materials.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Bonnie G. Pyke /t/Pyke, Bonnie G.	GS11	Training Specialist	10 Jul 03
/s/Brian H. Lawson /t/Barnes, Ronnie G.	MSG	Course Chief, PLDC	18 Jul 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	18 Jul 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	21 Jul 03

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:8
Time of Instruction: 5 mins
Media: VGT-1 and VGT-2

Motivator

As a leader it is extremely important that you are able to communicate effectively not only orally, but also in writing. Too often Army writing does not lead to effective communication. It confuses rather than clarifies; it is wordy rather than concise; and it hides the main idea rather than getting to the point. Let's look at a sample.

SHOW VGT-1, IS THIS EFFECTIVE COMMUNICATION?

Is This Effective Communication?

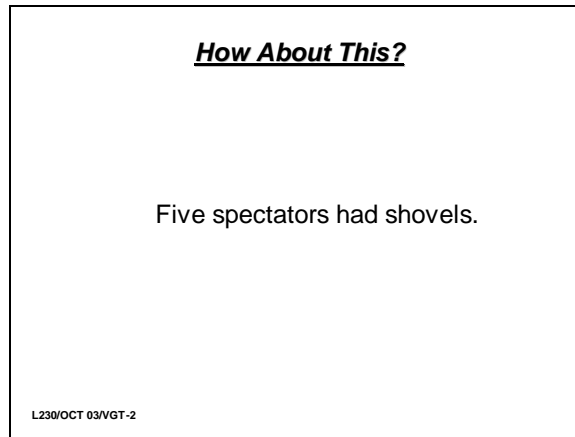
It so happened that there turned out to be a grand total of five persons among the onlookers and spectators who were equipped with shovels as part of their emergency paraphernalia.

L230/OCT 03/VGT-1

NOTE: Have one student read VGT-1. Ask the students if this is clear and concise communication.

Let's look at another way we could have said this.

REMOVE VGT-1

SHOW VGT-2, HOW ABOUT THIS?

NOTE: Have one student read VGT-2. Ask the students if this is clear and direct communication.

During this lesson we will introduce you to the Army writing style. If you follow the Army writing style and standards, your writing will be clear and concise like the sample in VGT-2.

REMOVE VGT-2**Terminal
Learning
Objective**

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Recognize effective Army writing.
Conditions:	As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.
Standards:	Recognized effective Army writing by— <ul style="list-style-type: none">• Identifying the standards for Army writing.• Identifying active voice writing techniques for producing effective Army writing.• Identifying the general rules for constructing military correspondence. IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.

**Safety
Requirements**

None

Risk Assessment Level	Low
Environmental Considerations	NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
Evaluation	There is no evaluation for this lesson.
Instructional Lead-In	<p>Writing is a skill that some people seem to be better at than others; it seems that they pick it up faster and can develop it quicker. The reality is that you must first have an understanding of the basic rules of grammar, spelling, and punctuation before you become familiar with the standards for Army writing. After you know the standards, you must practice your writing. Practice is what makes you a strong writer.</p> <p>The ability to write clearly is important in today's Army. In this lesson we will review the standards mandated for Army writing, you will then complete two practical exercises. In one practical exercise you will demonstrate your grammar, punctuation, capitalization, word choice, and active writing skills. In the second practical exercise you will identify passive voice and any errors in spelling, punctuation, grammar, and capitalization, in a written passage. Then you will rewrite the passage correcting the errors you find.</p>

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

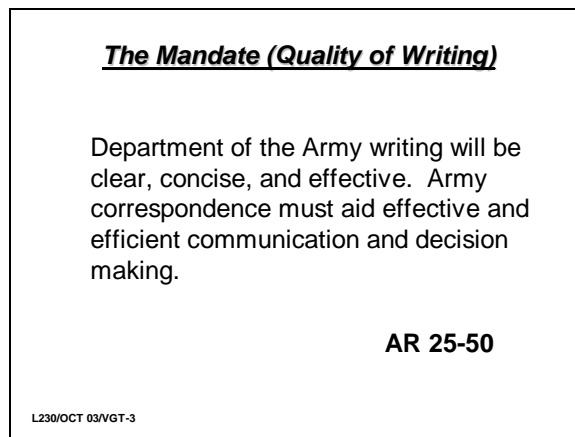
A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the standards for Army writing.
CONDITIONS:	As a squad/team leader in a classroom environment and given AR 25-50 (SH-2).
STANDARDS:	Identified the standards for Army writing IAW AR 25-50, Chap 1.

1. Learning Step / Activity 1. Identify the standards for Army writing
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-3 and VGT-4

NOTE: Point out that while both AR 25-50 (SH-2) and DA Pam 600-67 (SH-3) identify the Army writing style standards, they don't use the exact same terminology to do so. We will use the terminology used in AR 25-50 (SH-2).

SHOW VGT-3, THE MANDATE (QUALITY OF WRITING)



Ref: AR 25-50 (SH-2), Chap 1, para 1-10

NOTE: Have one student read VGT-3.

AR 25-50 states that the goal of all Army correspondence is effective communication. The Army has set standards for all Army writing. AR 25-50 mandates these standards as the Army style; they are not merely suggestions.

REMOVE VGT-3

Let's examine these standards.

SHOW VGT-4, ARMY WRITING STANDARDS

Army Writing Standards

- Effective Army writing:
 - transmits a clear message in a single, rapid reading.
 - is generally free of errors in grammar, mechanics, and usage.
- Good Army writing:
 - is concise, organized, and right to the point.
 - two essential requirements include--

AR 25-50

L230/OCT 03/VGT-4

Ref: AR 25-50 (SH-2), Chap 1, para 1-44a and 1-44b

NOTE: Since AR 25-50 (SH-2) does not give definitions of the terms used in Army writing standards, generate discussion about VGT-4 by asking:

- What they think a “clear message” means.
 - An expected response is that it is writing the reader can easily read and understand.
- Why they think it is important for their writing to transmit its message in a “single, rapid reading.”
 - An expected response is that reading takes time and people are busy. People should be able to read and understand the message without having to read it more than once.
- What they think “generally free of errors” means.
 - An expected response is that if the errors you find during your final edit don't detract from the readability, you don't need to have someone redo it.

Let's look at that whole bullet: “is generally free of errors in grammar, mechanics, and usage.” During this lesson we do not have the time to teach grammar, mechanics, and usage skills – you should already be familiar with them. You completed a programmed text that provided you a review of some of the basic rules; however, the programmed text did not cover every rule and its application. It is up to you to be familiar with the rules of grammar, punctuation, and word choice. We will discuss and answer questions regarding the programmed text later during ELO C.

NOTE: Have one student read the first bullet under “Good Army Writing.” Generate discussion by asking the students to define concise.

Webster defines concise as, “short and to the point.” In Army writing, concise does not just mean short, it means short and to the point. One way of ensuring that your writing is “to the point” is not to use any unnecessary words. A good demonstration of not using any unnecessary words was our second VGT. Remember, our earlier example? Would you rather read that long string of words that was on the first VGT or read the four words that summed up it all up on the second: “Five spectators had shovels.”

QUESTION: What are the two essential requirements for good Army writing?

ANSWER: Putting the main point at the beginning and using active voice.

Ref: AR 25-50 (SH-2), Chap 1, para 1-44b

NOTE: Inform the students that they will discuss active voice in more detail in ELO B.

QUESTION: What type of sentence order speeds communication and helps the reader understand the main point?

ANSWER: The standard English sentence order of subject-verb-object.

Ref: AR 25-50 (SH-2), Chap 1, para 1-44c

As writers of Army correspondence, you must know and understand the standards for Army writing so you can apply them to your writing. As leaders you must explain the standards to your subordinates, check their writing for compliance, and help them produce writing that meets those standards.

NOTE: Clarify any questions the students may have regarding the standards of effective and good Army writing.

REMOVE VGT-4

CHECK ON LEARNING:

QUESTION: What is the standard for effective Army writing?

ANSWER: Writing that transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage.

Ref: AR 25-50 (SH-2), Chap 1, para 1-44a

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify active voice writing techniques for producing effective Army writing.
CONDITIONS:	As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.
STANDARDS:	Identified active voice writing techniques for producing effective Army writing IAW AR 25-50, Chap 1; DA Pam 600-67, Chap 3; and SH-4, p D-21 and D-22.

1. Learning Step / Activity 1. Identify active voice writing techniques for producing effective Army writing.

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 15 mins
Media: VGT-5 thru VGT-9

NOTE: Refer students to AR 25-50 (SH-2), para 1-44d; DA Pam 600-67 (SH-3), para 3-2b; and SH-4, p D-21 and D-22; you will use all three references in your discussion of this ELO.

We said that the two essential requirements for Army writing include putting the main point at the beginning and using the active voice.

QUESTION: What makes Army writing clear, direct communication?

ANSWER: Using the active voice rather than passive voice.

QUESTION: Why should we avoid using passive voice?

NOTE: Answers don't have to be word for word, but they should make the following points.

ANSWER:

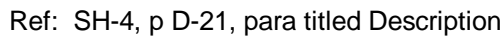
- Passive voice creates sentences that are indirect, unfocused, and that slow communication.
- Passive voice hides the doer of the action, blocking communication.
- Active voice is direct, natural, and forceful.
- Active voice normally makes sentences shorter and clearer.

Ref: DA Pam 600-67 (SH-3), Chap 3, para 3-2b(1) thru (3)

NOTE: Tell the students that even though SH-4, p D-21 tells them they have a choice whether to use passive voice or not, for teaching purposes, we will require them to write in the active voice.

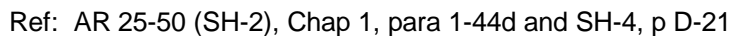
SHOW VGT-5, ACTIVE AND PASSIVE VOICE

SHOW VGT-5, ACTIVE AND PASSIVE VOICE



REMOVE VGT-5

SHOW VGT-6, SUBJECT VS DOER



NOTE: Uncover the second example. Point out that in the passive voice the subject of the sentence (PVT Smith) isn't the doer of the action; he is the receiver. SGT Jones is the doer of the action.

15

SHOW VGT-7, THE EMPHASIS

The Emphasis

The squad leaders assist the platoon sergeant.
subject verb receiver of the action
(doer)

The platoon sergeant is assisted by the squad leaders.
subject
(receiver)

L230/OCT 03/VGT-7

Ref: AR 25-50 (SH-2), Chap 1, para 1-44d and SH-4, p D-21

NOTE: Uncover the first example on VGT-7. Point out that in the active voice the emphasis is on the doer (the squad leaders). Point out the receiver of the action in this sentence (the platoon sergeant).

NOTE: Uncover the second example on VGT-7. Point out that in the passive voice the emphasis is on the receiver of the action (the platoon sergeant).

In active writing you will always make the subject of the sentence the doer of the action. Also, active writing will always place the emphasis on the subject or the doer of the action.

NOTE: Clarify any questions the students may have regarding active and passive writing.

REMOVE VGT-7

Now let's look at an easy way to recognize passive voice.

NOTE: Direct the students to AR 25-50 (SH-2), Chap 1, para 1-44e. Have one student read para 1-44e. Tell the students that in addition to a main verb ending in "en" or "ed," other references also include the past participle form ending in "t." Tell them for teaching purposes we will also include the past participle form ending in "t."

SHOW VGT-8, RECOGNIZING PASSIVE VOICE

Recognizing Passive Voice

Uses some form of the verb "to be":

am, is, are, was, were, be, being, been

plus (+)

main verb form ending usually in "ed," "en," or "t"
(past participle form)

Examples: were completed, is requested, was seen, are
written, was sent

L230/OCT 03/VGT-8

Ref: AR 25-50 (SH-2), Chap 1, para 1-44e

An easy way to recognize passive voice is to look for the verbs am, is, are, was, were, be, being, and been plus the past participle form of a main verb ending in "ed," "en," or "t."

NOTE: Review each of the examples on the bottom of VGT-8. Clarify any questions students may have regarding recognizing passive voice.

REMOVE VGT-8

Okay, let's try some. For each sentence on VGT-9 identify whether it is active or passive writing. If it is passive writing rewrite the sentence in the active voice.

SHOW VGT-9, ACTIVE OR PASSIVE?

Active or Passive?

1. The Commander briefed the company.
2. The squad leaders were asked by the platoon sergeant to provide input.
3. PVT Jones is being taken to the hospital by SGT Smith.
4. SPC Green was relieved by the sergeant of the guard.
5. SPC Jones fired expert at the range.

L230/OCT 03/VGT-9

Ref: AR 25-50 (SH-2), Chap 1, para 1-44d and SH-4, p D-21

NOTE: Give the students a couple of minutes and then use the following information to discuss VGT-9:

1. Active.
2. Passive. The platoon sergeant asked the squad leaders to provide input.
3. Passive. SGT Smith is taking PVT Jones to the hospital.
4. Passive. The sergeant of the guard relieved SPC Green.
5. Active.

REMOVE VGT-9

Remember, when identifying passive voice look for the verbs am, is, are, was, were, be, being, and been plus the past participle form of a main verb ending in “ed,” “en,” or “t.” To rewrite passive writing in the active voice, make the doer of the sentence the subject.

NOTE: Clarify any questions students may have regarding identifying passive voice and writing in the active voice.

CHECK ON LEARNING: The short exercise conducted with VGT-9 serves as the check on learning for this ELO.

C.

ENABLING LEARNING OBJECTIVE

ACTION:	Identify the general rules for constructing military correspondence.
CONDITIONS:	As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), SH-4, and SH-5.
STANDARDS:	Identified the general rules for constructing military correspondence IAW AR 25-50, Chap 1 and 2, SH-4, and SH-5.

1. Learning Step / Activity 1. Identify the general rules for constructing military correspondence
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 20 mins
Media: VGT-10

As we mentioned earlier, the goal of all Army correspondence is effective communication. We have already discussed two requirements for reaching that goal: putting the main point at the beginning and using the active voice. These techniques will get us off to a good start. However, we must also apply more specific techniques to improve the effectiveness of our writing. AR 25-50 (SH-2) gives us some more specific rules in para 1-45.

SHOW VGT-10, RULES FOR CONSTRUCTING MILITARY CORRESPONDENCE

Rules for Constructing Military Correspondence

- Use short words.
- Keep sentences short.
- Write paragraphs that, with few exceptions, are no more than 10 lines.
- Avoid jargon.
- Use I, you, and we as subjects of sentences instead of this office, this headquarters, etc.
- Avoid sentences that begin with "It is...", "There is...", or "There are..."
- Write one-page letters and memorandums for most correspondence.
- Use correct spelling, grammar, and punctuation.

L230/OCT 03/VGT-10

Ref: AR 25-50 (SH-2), Chap 1, para 1-45

NOTE: Inform the students that the bullets are not in the same order as in the AR, but we will use this order because we will discuss the last two bullets in greater detail.

Use short words. The first rule is to use short words. Normally shorter words are simpler, but not in all cases. An example of a shorter word that isn't necessarily simpler is "foe." "Enemy" is the better choice for military readers. Normally using shorter and simpler words will make your writing clearer. You can use a dictionary to choose words that mean what you want to say; however, when more than one word means the same thing, the dictionary can't tell you which word is the best to use. You should pick the word you think will help get your message across to your reader. IAW AR 25-50, try to write so that not more than 15 percent of your words are over two syllables long.

Keep sentences short. Besides keeping words short, you should also keep sentences short.

QUESTION: What should you make your average sentence length?

ANSWER: Fifteen words.

Ref: AR 25-50 (SH-2), Chap 1, para 1-45b(2)

QUESTION: What is one way that we've already discussed to create shorter sentences?

ANSWER: Write in the active voice.

Ref: AR 25-50 (SH-2), Chap 1, para 1-44d(3)

NOTE: Point out that students should not try to make every sentence 15 words. Some sentences may be longer and some may be shorter, but the average should be about 15 words.

Write paragraphs that, with few exceptions, are no more than 10 lines.

You should write paragraphs that, with few exceptions, are no more than 10 lines.

Using shorter words and shorter sentences should assist you in following this rule.

Often, trying to say too much about too many ideas leads to long paragraphs. You should remember from your English classes that a paragraph should contain one idea.

Avoid jargon. Another rule is to avoid jargon.

NOTE: Ask students to define jargon and then share the following.

Dictionaries give many definitions of jargon. One definition most appropriate and identifiable with the Army is in *Webster's II New Riverside University*. It states jargon is "The specialized language of a trade, profession, or similar group." A few examples based on this definition are: leg – nonairborne soldier; Top – first sergeant; and old man – commander.

Use I, you, and we as subjects of sentences instead of this office, this headquarters, this command, all individuals, and so forth. Another rule for constructing military correspondence is to use personal pronouns. Using pronouns not only places responsibility for our own writing and makes it more direct; it usually makes it shorter also. As general guidance use **I**, **me**, and **my** when speaking for yourself, and use **we**, **us**, and **our** when speaking for the unit. SH-4, p D-19, D-23, and D-24 also discusses the use of pronouns.

Avoid sentences that begin with "It is . . .," "There is . . .," or "There are" Normally these words don't add to the meaning of the sentence, they just make it

longer. For example, instead of writing, “There is one problem that bothers me.” Just write, “One problem bothers me.” This supports the rule of keeping sentences short.

Write one-page letters and memorandums for most correspondence. By writing short sentences and short paragraphs, we should be able to say what we want to say in one page.

NOTE: Have the students turn to AR 25-50 (SH-2), p 9 and 10, Figures 2-1 and 2-2 and p 27, para 2-4. Using the figures and the written description, very briefly point out the following:

- Memorandum has three parts: heading, body, and closing.
- The **heading** has five parts: office symbol, date, suspense date, MEMORANDUM FOR line, and subject line.
- Review spacing and content of the five parts in the heading.
- Within the **body**, note the spacing, indenting, and numbering of paragraphs and subparagraphs (i.e., if you have a para 1, you must have a para 2.)
- **Closing** contains the authority line, signature block, and enclosure listing.
- Review spacing and content of the parts of the closing.

NOTE: Inform the students we are not trying to make them 71Ls or 75Cs, we are only familiarizing them with the correct format.

Use correct spelling, grammar, and punctuation. Using correct spelling, grammar, and punctuation is a necessity in constructing military correspondence. Errors or mistakes in these areas not only detract from your writing, but may also turn your reader into an editor. Once the reader sees one error, it may become instinctive to look for more errors instead of reading the correspondence for its intended message. Most computer word processing programs have a spelling and grammar checker—use them. Your proficiency, or lack thereof, in spelling, grammar, and punctuation will make an impression on your reader. You are the one who decides whether that impression will be positive or negative. SH-4, p D-25 thru D-38 also provides guidance on grammar, punctuation, and capitalization.

NOTE: Clarify any questions students may have regarding the rules for constructing military correspondence.

REMOVE VGT-10

This brings us to SH-5, The Army Writing Style Programmed Text. Since grammar, punctuation, and word choice are skills that you should already be familiar with, we provided you this programmed text as a review. Once again, we could not cover every rule and its application.

NOTE: Ask the students if this programmed text was beneficial for them. For the remainder of the hour until the break, answer any questions the students may have regarding the programmed text. If there are no questions and time permits, generate discussion by using the programmed text to review subject-verb agreement, and punctuating sentences containing independent and dependent clauses.

When we return from break you will complete two practical exercises in which you will apply the Army writing style standards and rules and we just covered.

Break: TIME: 00:50 to 01:00

2. Learning Step / Activity 2. Practical Exercises

Method of Instruction: Practical Exercise (Performance)

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 45 mins

Media: PE-1 and PE-2

NOTE: PE-1 and PE-2 also support ELOs A and B.

NOTE: Distribute PE-1. Tell the students they have 15 minutes to complete the PE. After the 15 minutes, have students discuss their solutions for 5 minutes. After the 5 minutes, distribute the solution for PE-1 on page C-7 and for 2 to 3 minutes clarify any questions.

NOTE: Distribute PE-2. Tell the students they have 15 minutes to complete the PE. After the 15 minutes, have students discuss their solutions for 5 minutes. After the 5 minutes, distribute the solution for PE-2 on page C-11 and for 2 to 3 minutes clarify any questions.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

PE-1 and PE-2 serve as a check on learning for this lesson.

Review / Summarize Lesson

This lesson provided you with an introduction to the Army writing style. We discussed the standards for Army writing, identified active voice writing techniques, and identified the rules for constructing military correspondence. AR 25-50 describes Army writing as writing that transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage. As a leader your writing and the writing of your subordinates must meet the standards for Army writing. Remember, your writing will always leave the reader with an impression; you are the one who decides whether that impression is positive or negative.

Transition to Next Lesson

You will use the writing skills you learned in this lesson throughout the rest of this course, in other NCOES courses, and throughout your military career.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

None

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

Terminal Learning Objective

VGT-1, Is This Effective Communication?

Is This Effective Communication?

It so happened that there turned out to be a grand total of five persons among the onlookers and spectators who were equipped with shovels as part of their emergency paraphernalia.

L230/OCT 03/VGT-1

How About This?

Five spectators had shovels.

L230/OCT 03/VGT-2

Enabling Learning Objective A

Learning Step 1

VGT-3, The Mandate (Quality of Writing)

The Mandate (Quality of Writing)

Department of the Army writing will be clear, concise, and effective. Army correspondence must aid effective and efficient communication and decision making.

AR 25-50

L230/OCT 03/VGT-3

Army Writing Standards

- Effective Army writing:
 - transmits a clear message in a single, rapid reading.
 - is generally free of errors in grammar, mechanics, and usage.
- Good Army writing:
 - is concise, organized, and right to the point.
 - two essential requirements include--

AR 25-50

L230/OCT 03/VGT-4

Enabling Learning Objective B

Learning Step 1

VGT-5, Active and Passive Voice

Active and Passive Voice

ACTIVE VOICE – occurs when the subject of the sentence does the action.

PASSIVE VOICE – occurs when the subject of the sentence receives the action.

L230/OCT 03/VGT-5

The Emphasis

The squad leaders assist the platoon sergeant.

subject ***verb*** ***receiver of the action***
(doer)

The platoon sergeant is assisted by the squad leaders.

subject
(receiver)

Recognizing Passive Voice

Uses some form of the verb “to be”:

am, is, are, was, were, be, being, been

plus (+)

main verb form ending usually in “ed,” “en,” or “t”
(past participle form)

Examples: were completed, is requested, was seen, are
written, was sent

L230/OCT 03/VGT-8

Active or Passive?

1. The Commander briefed the company.
2. The squad leaders were asked by the platoon sergeant to provide input.
3. PVT Jones is being taken to the hospital by SGT Smith.
4. SPC Green was relieved by the sergeant of the guard.
5. SPC Jones fired expert at the range.

L230/OCT 03/VGT-9

**Rules for Constructing Military
Correspondence**

- Use short words.
- Keep sentences short.
- Write paragraphs that, with few exceptions, are no more than 10 lines.
- Avoid jargon.
- Use I, you, and we as subjects of sentences instead of this office, this headquarters, etc.
- Avoid sentences that begin with “It is...,” “There is...,” or “There are....”
- Write one-page letters and memorandums for most correspondence.
- Use correct spelling, grammar, and punctuation.

L230/OCT 03/VGT-10

Appendix B Test(s) and Test Solution(s) (N/A)

PRACTICAL EXERCISE SHEET PE-1

Title	Punctuation, Grammar, Word Choice, and Active Voice						
Lesson Number/Title	L230 version 1 / THE ARMY WRITING STYLE						
Introduction	<p>This practical exercise will help you evaluate your understanding of the Army writing style standards. It will also allow you to evaluate your proficiency in punctuation, grammar, word choice, and active voice writing skills.</p>						
Motivator	None						
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.2)</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Recognize effective Army writing.</td></tr><tr><td>Conditions:</td><td>As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.</td></tr><tr><td>Standards:</td><td><p>Recognized effective Army writing by—</p><ul style="list-style-type: none">• Identifying the standards for Army writing.• Identifying active voice writing techniques for producing effective Army writing.• Identifying the general rules for constructing military correspondence.<p>IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.</p></td></tr></table>	Action:	Recognize effective Army writing.	Conditions:	As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.	Standards:	<p>Recognized effective Army writing by—</p> <ul style="list-style-type: none">• Identifying the standards for Army writing.• Identifying active voice writing techniques for producing effective Army writing.• Identifying the general rules for constructing military correspondence. <p>IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.</p>
Action:	Recognize effective Army writing.						
Conditions:	As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.						
Standards:	<p>Recognized effective Army writing by—</p> <ul style="list-style-type: none">• Identifying the standards for Army writing.• Identifying active voice writing techniques for producing effective Army writing.• Identifying the general rules for constructing military correspondence. <p>IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.</p>						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	<p>This is not a graded PE. At the completion of this practical exercise you will discuss your solution with the members of your group. You will then receive a solution sheet with which to compare your solution.</p>						

**Instructional
Lead-In**

You have 15 minutes to complete this practical exercise. You may use AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5, The Army Writing Style Programmed Text to assist you.

**Resource
Requirements**

Instructor Materials:
None

Student Materials:

- AR 25-50 (SH-2)
 - DA Pam 600-67 (SH-3)
 - Extracted Material from TSP 158-F-0010 (SH-4)
 - The Army Writing Style Programmed Text (SH-5)
 - Pencil or pen and writing paper
-

**Special
Instructions**

None

Procedures

You will have 15 minutes to complete this practical exercise. For numbers 1 thru 15, select the correct multiple-choice answer. For numbers 16 thru 20, select the correct answer within the parenthesis. For numbers 21 thru 25, identify each sentence as active or passive; if the sentence is passive, rewrite it in the active voice.

-
1. Which of the following is a true statement?
 - a. Active voice hides the “doer.”
 - b. Active voice is direct, natural, and forceful.
 - c. Passive voice emphasizes the subject of the sentence.
 - d. Passive voice normally requires fewer words.

 2. One of the two essential requirements for good Army writing is to put the main point at the beginning. What is the second requirement?
 - a. Edit every written document.
 - b. Transmit a clear message in a rapid reading.
 - c. Use active voice.
 - d. Use passive voice.

 3. Use short words and keep sentences short are two of the rules for constructing military correspondence. Which of the following is another rule?
 - a. Avoid jargon.
 - b. Avoid sentences that begin with “This is”
 - c. Write paragraphs that, with few exceptions, are more than 15 lines.
 - d. Write two-page memos.

 4. What is the goal of all Army correspondence?
 - a. Active writing.
 - b. Effective communication.
 - c. Passive writing.
 - d. Minimal errors in grammar, spelling, and punctuation.

 5. Which of the following may you use to join two closely related independent clauses?
 - a. Colon.
 - b. Hyphen.
 - c. Period.
 - d. Semicolon.

 6. Which of the following is a true statement regarding quotation marks used with other punctuation?
 - a. Always put colons inside closing quotation marks.
 - b. Always put commas inside closing quotation marks.
 - c. Always put dashes outside the closing quotation marks.
 - d. Always put exclamation points outside the closing quotation marks.
-

Procedures,
continued

-
7. Which of the following sentences has the correct punctuation?
- a. Before SPC Jones left for PLDC his supervisor inventoried his equipment.
 - b. Before SPC Jones left for PLDC, his supervisor inventoried his equipment.
 - c. His supervisor inventoried his equipment, before SPC Jones left for PLDC.
 - d. His supervisor inventoried his equipment; before SPC Jones left for PLDC.
8. Which of the following sentences has the correct punctuation?
- a. "President Roosevelt said The only thing we have to fear is fear itself."
 - b. President Roosevelt said, "The only thing we have to fear is fear itself."
 - c. President Roosevelt said, "The only thing we have to fear is fear itself".
 - d. President Roosevelt said, The only thing we have to fear is fear itself.
9. Which of the following lists the three parts of a memorandum?
- a. Heading, body, and closing.
 - b. Office symbol, date, and subject line.
 - c. Signature block, enclosures, and distribution listing.
 - d. Suspense date, body, and closing.
10. Which of the following sentences has the correct punctuation?
- a. Three areas taught in PLDC are as follows leadership, training, and warfighting.
 - b. Three areas taught in PLDC are as follows; leadership, training, and warfighting.
 - c. Three areas taught in PLDC are as follows: leadership, training and warfighting.
 - d. Three areas taught in PLDC are as follows: leadership, training, and warfighting.
11. Which of the following sentences demonstrates proper word choice?
- a. After completing the run, PFC Johanson had to lay down.
 - b. Everyone passed the PT test accept PFC Johanson.
 - c. PFC Johanson passed the pushups and situps, and then he failed the run.
 - d. Their is only one person that failed the PT test.
12. Which of the following sentences has the correct punctuation?
- a. SPC Granger attended airborne school but he has not attended ranger school.
 - b. SPC Granger attended airborne school, but he has not attended ranger school.
 - c. SPC Granger attended airborne school; but he has not attended ranger school.
 - d. SPC Granger attended airborne school: but he has not attended ranger school.
-

Procedures,
continued

-
13. Which of the following sentences demonstrates proper use of numbers?
- a. First platoon has 43 soldiers.
 - b. Second platoon has fifty four soldiers.
 - c. Third squad has only 9 soldiers.
 - d. The company has 4 platoons.
14. Which of the following sentences has the correct punctuation?
- a. SPC Snuffy attended PLDC therefore he is eligible for promotion.
 - b. SPC Snuffy attended PLDC, therefore, he is eligible for promotion.
 - c. SPC Snuffy attended PLDC; therefore, he is eligible for promotion.
 - d. SPC Snuffy attended PLDC: therefore, he is eligible for promotion.
15. Which of the following is a correct way to express the date on a memorandum?
- a. 29 Mar 2003.
 - b. 29 March 03.
 - c. 29 March 2003.
 - d. 03/29/2003.

For numbers 16 thru 20, select the correct answer within the parenthesis.

16. Not only the battalion CSM but also all of the first sergeants (has, have) an opportunity to attend the Association of the United States Army (AUSA) convention.
17. A group of words that contains a subject and a verb but is not a complete sentence is a (dependent, independent) clause.
18. Use commas to set off (nonrestrictive, restrictive) clauses and phrases.
19. The platoon sergeant, as well as the squad leaders, (is, are) in the training meeting.
20. When a/an (dependent, independent) clause precedes a/an (dependent, independent) clause, use a comma to separate them.
-

Procedures,
continued

For numbers 21 thru 25, identify each sentence as active or passive. If the sentence is passive, rewrite it in the active voice.

21. SPC Smith will be attending PLDC next month.

22. You will be evaluated by your small group leader on your ability to write in the Army style.

23. The soldiers were told by the first sergeant to report to the motor pool.

24. Two of the prisoners of war were from Ft. Hood, Tx.

25. PLDC culminates in an extensive situational training exercise (STX).

**Feedback
Requirements**

At the completion of this practical exercise you will discuss your solution with the members of your group. You will then receive a solution sheet with which to compare your solution.

**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

1. b Ref: AR 25-50 (SH-2), Chap 1, para 1-44d and DA Pam 600-67, para 3-2,b(2)
2. c Ref: AR 25-50 (SH-2), Chap 1, para 1-44b
3. a Ref: AR 25-50 (SH-2), Chap 1, para 1-45b
4. b Ref: AR 25-50 (SH-2), Chap 1, para 1-43
5. d Ref: SH-4, p D-26 and SH-5, p SH-5-51, frame 197
6. b Ref: SH-5, p SH-5-24, frame 270
7. b Ref: SH-5, p SH-5-34, frame 130
8. b Ref: SH-4, p D-31, para 10
9. a Ref: AR 25-50 (SH-2), Chap 2, para 2-4
10. d Ref: SH-4, p D-33, para 1 and SH-5, SH-5-29 and 30, frames 225 and 226
11. c Ref: SH-5, p SH-5-41 and 42, frames 287 and 288 and dictionary
12. b Ref: SH-5, p SH-5-24, frame 120
13. a Ref: SH-5, p SH-5-47, frame 293
14. c Ref: SH-5, p SH-5-22 thru SH-5-24, frames 218 thru 220
15. c Ref: AR 25-50 (SH-2), Chap 2, para 2-4a(2)(c)
16. have Ref: SH-5, SH-5-25, frame 71
17. dependent Ref: SH-5, SH-5-54, frame 150
18. nonrestrictive Ref: SH-5, SH-5-30, frame 176
19. is Ref: SH-5, SH-5-51, frame 47
20. dependent, independent Ref: SH-5, SH-5-34, frame 130
21. active Ref: AR 25-50 (SH-2), Chap 1, para 1-44d(3)(a) and (b)
22. passive Ref: AR 25-50 (SH-2), Chap 1, para 1-44d(3)(a) and (b)
Your small group leader will evaluate your ability to write in the Army style
23. passive Ref: AR 25-50 (SH-2), Chap 1, para 1-44d(3)(a) and (b)
The first sergeant told the soldiers to report to the motor pool.
24. active Ref: AR 25-50 (SH-2), Chap 1, para 1-44d(3)(a) and (b)
25. active Ref: AR 25-50 (SH-2), Chap 1, para 1-44d(3)(a) and (b)

PRACTICAL EXERCISE SHEET PE-2

Title	Soldier of the Month Board Preparation						
Lesson Number/Title	L230 version 1 / THE ARMY WRITING STYLE						
Introduction	<p>This practical exercise requires you to review draft correspondence. You must identify passive voice; errors in spelling, capitalization, punctuation, grammar; and all other rules of constructing military correspondence IAW AR 25-50 (SH-2).</p>						
Motivator	<p>The goal of all Army correspondence is effective communication. To be a successful Army leader and to communicate effectively, you must be able to write correspondence that transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage. Your proficiency--or lack thereof--in spelling, grammar, and punctuation will make an impression on your reader. You are the one who decides whether that impression will be positive or negative.</p>						
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.2)</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Recognize effective Army writing.</td></tr><tr><td>Conditions:</td><td>As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.</td></tr><tr><td>Standards:</td><td><p>Recognized effective Army writing by—</p><ul style="list-style-type: none">• Identifying the standards for Army writing.• Identifying active voice writing techniques for producing effective Army writing.• Identifying the general rules for constructing military correspondence.<p>IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.</p></td></tr></table>	Action:	Recognize effective Army writing.	Conditions:	As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.	Standards:	<p>Recognized effective Army writing by—</p> <ul style="list-style-type: none">• Identifying the standards for Army writing.• Identifying active voice writing techniques for producing effective Army writing.• Identifying the general rules for constructing military correspondence. <p>IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.</p>
Action:	Recognize effective Army writing.						
Conditions:	As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.						
Standards:	<p>Recognized effective Army writing by—</p> <ul style="list-style-type: none">• Identifying the standards for Army writing.• Identifying active voice writing techniques for producing effective Army writing.• Identifying the general rules for constructing military correspondence. <p>IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.</p>						
Safety Requirements	None						
Risk Assessment Level	Low						

**Environmental
Considerations**

None

Evaluation

This is not a graded PE. At the completion of this practical exercise you will discuss your solution with the members of your group. You will then receive a solution sheet with which to compare your solution. Other solutions may also be correct.

**Instructional
Lead-In**

None

**Resource
Requirements**

Instructor Materials:
None

Student Materials:

- AR 25-50 (SH-2)
 - DA Pam 600-67 (SH-3)
 - Extracted Material from TSP 158-F-0010 (SH-4)
 - The Army Writing Style Programmed Text (SH-5)
 - Pen or pencil and writing paper
-

**Special
Instructions**

None

Procedures

1. You are a squad leader and are preparing a document for the soldiers in your squad to help them prepare for the soldier of the month board. You prepared an initial draft, but because of other missions you are just now able to review it. You will eventually prepare this as an informal memorandum, but for now do not worry about format errors. Review the writing for compliance with the Army writing standards.
2. You have 15 minutes to review the three paragraphs below, identify the errors, and on a separate sheet of paper rewrite it correcting the errors. You must identify passive voice; errors in spelling, capitalization, punctuation, and grammar; and any other errors not in compliance with the rules of constructing correspondence IAW AR 25-50 (SH-2).

The company soldier of the month board is held the first tuesday of every month at 1:30 pm. The board is held in the battalion conference room. The soldier will wear the Class A uniform; the supervisor, BDU's. Female soldier's may wear Class A skirt or slacks. You should study the following topics NBC, first aid, Army programs, uniforms and awards, leadership, counseling, drill and ceremonies, map reading, code of conduct and current events.

Insure your uniform is prepared for the board. Common deficencies sleeves and pants to long or short, uniform too tight, and awards and decorations improperly placed. Ensure shoes are highly shined and that heels are not worn down.

Study the guide provided by battalion. Keep in mind that it is only a guide. Once you receive the notification memorendum, focus primarily on the subject areas listed on the memo. Beginning at least one weak prior to the board, watch the national news and read newspapers. Be prepared to express your opinons on news items at the national and local levels.

**Feedback
Requirements**

This is not a graded PE. At the completion of this practical exercise you will discuss your solution with the members of your group. You will then receive a solution sheet with which to compare your solution. Other solutions may also be correct.

SOLUTION FOR PRACTICAL EXERCISE PE-2

You should have identified the following errors:

Para 1, first sentence, passive voice "is held"; capitalization, "tuesday" should be "Tuesday"; and expressing time, "1:30 pm" should be "1330"

Para 1, second sentence, passive voice "is held"

Para 1, third sentence, punctuation, "BDU's" should be "BDUs"

Para 1, fourth sentence, punctuation, "soldier's" should be "soldiers"

Para 1, fifth sentence, punctuation, colon missing after "topics," comma missing after "conduct."

Para 2, first sentence, word choice, "Insure" should be "Ensure" and passive voice "is prepared"

Para 2, second sentence, not a complete sentence; spelling, "deficencies" should be "deficiencies"; word choice, "to" should be "too"; and spelling "impromperly" should be "improperly".

Para 2, third sentence, passive voice "are highly shined" and "are not worn"

Para 3, third sentence, spelling "memorendum" should be "memorandum"

Para 3, fourth sentence, word choice, "weak" should be "week"

Para 3, fifth sentence, passive voice "Be prepared" and spelling, "opinons" should be "opinions"

The company soldier of the month board **convenes** the first **Tuesday** of every month at **1330 in the battalion conference room**. The soldier will wear the Class A uniform; the supervisor, **BDUs**. Female **soldiers** may wear Class A skirt or slacks. You should study the following topics: NBC, first aid, Army programs, uniforms and awards, leadership, counseling, drill and ceremonies, map reading, code of conduct, and current events.

Ensure you prepare your uniform for the board. Common **deficiencies include** sleeves and pants **too** long or short, uniform too tight, and awards and decorations **improperly** placed. **Ensure you shine your shoes and your heels are serviceable.**

Study the guide provided by battalion. Keep in mind that it is only a guide. Once you receive the notification **memorandum**, focus primarily on the subject areas listed on the memo. Beginning at least one **week** prior to the board, watch the national news and read newspapers. **Be ready to express your opinions on news items at the national and local levels.**

OTHER REVISIONS MAY ALSO BE CORRECT.

HANDOUTS FOR LESSON 1: L230 version 1

This Appendix Contains

This appendix contains the item listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extracted Material from AR 25-50	SH-2-1
SH-3, Extracted Material from DA Pam 600-67	SH-3-1
SH-4, Extracted Material from TSP 158-F-0010	SH-4-1
SH-5, The Army Writing Style Programmed Text	SH-5-1 thru SH-5-54

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of 1 hour and 5 minutes of conference/discussion and 45 minutes of practical exercise.

Overview

As a leader it is extremely important that you are able to communicate effectively not only orally, but also in writing. Too much Army writing does not communicate well. It confuses rather than clarifies; it is wordy rather than concise; and it hides the main idea rather than getting to the point. During this lesson we will introduce you to the Army writing style. Effective Army writing transmits a clear message in a single rapid reading and is generally free of error in grammar, mechanics, and usage.

Learning Objective

Terminal Learning Objective (TLO).

Action:	Recognize effective Army writing.
Conditions:	As a squad/team leader in a classroom environment and given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.
Standards:	<p>Recognized effective Army writing by—</p> <ul style="list-style-type: none">• Identifying the standards for Army writing.• Identifying active voice writing techniques for producing effective Army writing.• Identifying the general rules for constructing military correspondence. <p>IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), SH-4, and SH-5.</p>

ELO A Identify the standards for Army writing.

ELO B Identify active voice writing techniques for producing effective Army writing.

ELO C Identify the general rules for constructing military correspondence.

Assignment

The student assignments for this lesson are:

- Read Student Handout 1, Advance Sheet.
- Read Student Handout 2, Extracted Material from AR 25-50.
- Read Student Handout 3, Extracted Material from DA Pam 600-67.
- Read Student Handout 4, Extracted Material from TSP 158-F-0010.
- Complete Student Handout 5, The Army Writing Style Programmed Text.

Advance Sheet, cont

**Additional
Subject Area
Resources**None

Bring to Class

- All reference material received for this lesson.
 - Pencil or pen and writing paper.
-

Note to Students

It is your responsibility to do the homework prior to class. We expect you to come to class prepared. You will participate in small group discussion. We expect you to participate in the discussion by providing information you learned from your study, and also your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate properly with the rest of the group. Not having your input affects the group's ability to fully discuss the information.

Student Handout 2

Extracted Material from AR 25-50

**This Student
Handout
Contains**

This student handout contains 16 pages of extracted material from the following publication:

AR 25-50, Preparing and Managing Correspondence, 3 June 2002

Cover Page	not numbered
Chapter 1	pages 1 thru 7
Chapter 2	pages 8 thru 11, 23, and 27 thru 29

Disclaimer: The training developer downloaded the extracted material from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE, IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

Information Management

Preparing and Managing Correspondence

**Headquarters
Department of the Army
Washington, DC
3 June 2002**

UNCLASSIFIED

Chapter 1

Preparing Correspondence

Section I

General

1-1. Purpose

This regulation prescribes Department of the Army (DA) policies, procedures, and standard formats for preparing and processing Army correspondence.

1-2. References

Required and related publications and prescribed and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations and terms

Abbreviations and terms used in this regulation are explained in the glossary.

1-4. Responsibilities

- a. The Administrative Assistant to the Secretary of the Army will—
 - (1) Establish policies and procedures for preparing correspondence on behalf of the Secretary of the Army.
 - (2) Oversee Army correspondence on behalf of the Secretary of the Army.
- b. The Deputy Chief of Staff for Personnel will develop policy and direction of correspondence management for DA.
- c. The Deputy Chief of Staff for Operations and Plans will incorporate effective and efficient Army writing into training policy and will fund any special requirements.
- d. Heads of Headquarters, Department of the Army (HQDA) agencies and commanders of major Army commands (MACOMs), installations, activities, and units will supervise and manage the Correspondence Management Program within their agencies or commands.
- e. Commanders at all levels will actively support effective and efficient Army writing by working to eliminate poor writing in their commands and providing training opportunities for all Army writers.

1-5. Restrictions to this regulation

This regulation has been made as complete as possible to avoid the need to issue additional instructions. The correspondence formats outlined in this regulation take precedence over format instructions outlined in other regulations or directives. Therefore, supplements to this regulation will be restricted to instructions that are unique to an agency or command. Guidance found in DA Memo 25-52, dated 15 September 1996 (Staff Action Process and Correspondence Policies), must be followed when preparing correspondence for signature by the Secretary of Defense; Secretary of the Army; Chief of Staff, Army; Vice Chief of Staff, Army; and the Director of the Army Staff.

1-6. Objectives

The objectives of this regulation are to—

- a. Create a standard of acceptance for written communication in the Army.
- b. Provide clear instructions for the preparation of all correspondence. This should reduce the time needed for training in this area.
- c. Reduce the cost of preparing correspondence.
- d. Standardize the preparation and distribution of correspondence.

Section II

General Correspondence Guidance

1-7. Methods of communication

- a. *Personal or telephone contact.* Whenever possible and appropriate, conduct official business by personal contact, local telephone, Defense Switched Network (DSN) or electronic mail (e-mail). A memorandum for record (MFR) should be used to document any decisions or agreements reached during these communications.
- b. *Memorandum.* The memorandum will be used for correspondence within a department or agency, as well as for routine correspondence to Federal Government agencies outside the Department of Defense (DOD). Do not use the memorandum format for corresponding with the families of military personnel or private businesses. See paragraph 2-2 for the proper use of the memorandum.
- c. *Letter.* Letters will be used for correspondence addressed to the President or the Vice President of the United States, members of the White House staff, members of Congress, Justices of the Supreme Court, heads of departments and agencies, State governors, mayors, foreign government officials, and the public. Letters may also be used to

address individuals outside the department or agency when a personal tone is appropriate, such as in letters of commendation or condolence. See paragraph 3–2 for the proper use of the letter.

d. Electronic mail. Electronic mail may be used for unclassified organizational and individual information transfer.

e. Automated Digital Network (AUTODIN) messages. Use electronically transmitted AUTODIN messages or commercial telephone only when other means of transmission will not suffice.

1–8. Direct communications

Send correspondence as directly as possible to the action office concerned. See paragraph 2–4a(4). Include the action officer's name and office symbol when addressing correspondence.

1–9. Routing through channels

a. Routing action correspondence. Route correspondence through commands, agencies, or offices expected to exercise control or to take action.

b. Bypassing intermediate headquarters. Correspondence will not be routed through a headquarters that has no interest or concern in the matter or action. However, a copy of the communication and the referral action will be sent to the command, agency, or office that was bypassed. Routine correspondence may bypass intermediate headquarters when—

(1) It is apparent that the intermediate headquarters is not concerned.

(2) No action is required.

(3) No controls need to be exercised.

c. Routing directly to the addressee. When there is not enough time to route a communication through channels and still meet a suspense date, send it directly to the addressee. This is an exception to 1–9a. At the same time, send a copy of the communication and referral action to the organizations that were bypassed.

d. Using technical channels. Use technical channels to route correspondence that deals with technical matters. This includes technical reports, instructions, or requests for information that do not involve command matters. Before using technical channels, ensure that the action is not one that should be sent through command channels. Do not use FOR THE COMMANDER on the authority line of technical channel correspondence.

1–10. Quality of writing

Department of the Army writing will be clear, concise, and effective. Army correspondence must aid effective and efficient communication and decision making. Writing that is effective and efficient can be understood in a single rapid reading and is generally free of errors in grammar, mechanics, and usage. Refer to paragraphs 1–43 through 1–46 of chapter 1 and appendix B of this regulation and to DA Pamphlet (Pam) 600–67, *Effective Writing for Army Leaders*, for more information on effective and efficient Army writing. The standards contained in these references are the mandated Army style.

1–11. Rewriting, retyping, and drafts

a. Correspondence and mission accomplishment. Correspondence helps the Army accomplish its mission. Information clarity and efficient mission accomplishment are the most important aspects of correspondence.

b. Rewriting. Excessive revisions to create a perfect product are a waste of time. The objectives of good correspondence are clarity and brevity. Do not rewrite internal DA correspondence unless it is clearly inadequate for the intended purpose. Do not rewrite to correct minor errors in format, arrangement, and phraseology unless the correspondence is going outside DA or to the general public.

c. Retyping. Do not retype DA correspondence to correct typographical errors, word omissions, or other minor errors unless the changes are so numerous that the end result looks sloppy. Make corrections neatly and legibly with pen and ink.

d. Drafts. When correspondence must be prepared for the approval or concurrence of another office, submit it in draft form (unless it is known that it will not be changed). The approving or reviewing official will approve and return the draft. Prepare the final correspondence for signature and attach the draft to the record copy.

1–12. Review of outgoing correspondence

Keep the number of times outgoing correspondence is reviewed to a minimum. Normally, make one review for grammar, format, and content. When available, use electronic spell check. The senior secretary or administrative officer of an organization should provide a final review of all the correspondence prepared for the signature of the signing official.

1–13. Form letters

The term “form letter” is a generic term and encompasses memorandums and letters. Form letters save time and money and often provide a higher level of quality than composed letters.

a. Economy. The form letter, when designed and used properly, is the most economical of all correspondence media.

- b. Appropriateness.* Use a form letter to convey information about impersonal or routine matters.
- c. Flexibility.* Form letters that are well designed provide flexibility and can be adapted to serve almost all the needs for which a form letter is economical and appropriate.
- d. Forms approval and control.* See AR 25–30, The Army Publishing and Printing Program, for information on approval procedures and forms control.

1–14. Exclusive For correspondence

- a. Use.* Use Exclusive For correspondence for matters of a sensitive or privileged nature. Keep its use to a minimum to avoid delay of action if the named addressee is absent or unavailable to receive and act on the correspondence. Prepare Exclusive For correspondence in either the letter or memorandum format.
- b. Addressing.* Address Exclusive For correspondence to the name and title of the addressee.
- c. Handling.* When preparing Exclusive For correspondence, place it in a sealed envelope. Type and underline the words *Exclusive For* on the envelope. Distribution center and mailroom workers will give this kind of mail to addressees unopened.
- d. Personal For.* The term *Personal For* is not authorized for use on Army correspondence, but it is used in certain electronic message traffic as prescribed in AR 25–11, Record Communications and the Privacy Communications System.

Section III

Specific Correspondence Guidance

1–15. Dissemination of command instructions

The acronyms ALARACT (all Army activities) and ARSTAF (Army Staff) are used only in electronically transmitted messages. These acronyms assign responsibility for distribution instructions. Do not use them in Army correspondence.

1–16. Abbreviations and brevity codes

- a. Memorandums.* Use abbreviations and brevity codes authorized in AR 310–50, Authorized Abbreviations and Brevity Codes, for memorandums. Use standard dictionaries for abbreviations not contained in AR 310–50. Prescribing regulations for various technical fields also provide authorized abbreviations, acronyms, and brevity codes. Abbreviated ranks are authorized for memorandums and personal correspondence. General officers will use their full rank on all formal or official correspondence.
- b. Letters.* Use only common abbreviations found in standard dictionaries. Do not use military abbreviations, brevity codes, acronyms, or military jargon in letters addressed to persons outside the Department of Defense. Military personnel will use their full rank (for example, Lieutenant General, Major General, Captain, Sergeant First Class, and so forth) for letters.
- c. Abbreviation guidelines.*
 - (1) Established abbreviations are acceptable in all but the most formal writing. For reading ease, use only well-known abbreviations or those you think would be known by the recipient.
 - (2) When a word or title that is not well known will be used more than once in a document, place the abbreviated form in parentheses after the first time the word or title is used. Thereafter, only the abbreviated form is used. Do not place the abbreviated form of a word or title after the spelled out version of the word or title if the word or title will not be used more than once.
 - (3) Do not place a period after abbreviated words in addresses, for example, St (street), Blvd (Boulevard), and so forth. The word *Fort* can be abbreviated (Ft) when used with a location.

1–17. Acronyms

Use military and civilian acronyms in memorandums, if appropriate. Do not, however, use military acronyms when writing to individuals or organizations who would not be familiar with their use. When an acronym that is used more than once is not well known or is not contained in AR 310–50, spell out the word or title the first time it is used and follow it with the abbreviated form. Thereafter, the acronym may be used. Above all, do not overuse acronyms.

1–18. Letterhead

- a.* Letterhead identifies the originating agency and provides the agency's complete standardized mailing address. The letterhead does not show the organizational structure of the agency, nor should it do so. Therefore, do not make internal office designations part of the letterhead.
- b.* Computer-generated letterhead will be used for all official correspondence and will conform to the following:
 - (1) Use only the approved letterhead template provided by US Army Publishing Agency at www.usapa.army.mil.
 - (2) No other seal, emblem, decorative device, distinguishing insignia, slogans, or mottos will be used unless approved by the Secretary of the Army.
 - (3) All computer-generated letterhead will be printed on white paper.

- (4) Letterhead will be printed with black ink.

1-19. Paper

Paper used for Army correspondence will be the standard 8 ½ - by 11-inch size. Continuing efforts will be made to conserve paper and to minimize the use of high cost premium grade paper by adhering to the following:

a. Original pages. Use computer-generated letterhead for the first page of all formal memorandums and letters except when an approved form is prescribed. Use plain white paper for continuing pages.

b. Copies.

(1) Use photocopies of original pages when sending outside the originating agency.

(2) Use photocopies for record copies if necessary. Type, stamp, or write clearance or coordination ladders only on record copies.

1-20. Type fonts and sizes

When creating official correspondence, use type fonts and sizes that make the correspondence easy to read and understand. The following guidelines will provide the best results:

a. A font with a point size smaller than 12 or larger than 14 should be avoided. When possible, a 12-point size will be used.

b. Preferred type fonts are Times Roman and Times New Roman.

c. Unusual type styles, such as script, should not be used to create official correspondence.

1-21. Ink color

Use black or blue ink to sign communications. Black ink will be used to stamp dates and signature blocks.

1-22. Using one side of paper

Prepare original correspondence using only one side of a sheet of paper; however, correspondence should be reproduced on both sides of the paper.

1-23. Copies

a. Record copy. Make one record or file copy of correspondence after original has been signed and dated. Stamp or write "record copy" or "file copy" along the edge of the right margin. Maintain file copies in accordance with Army recordkeeping system requirements.

b. Reading file copies. If reading files are used, maintain in accordance with Army recordkeeping system requirements.

c. Copies furnished. Use "copies furnished" to keep other than the prime addressee informed of an action. Make copies after original has been signed and dated.

1-24. Classified and special handling correspondence

a. General. Information that requires protection against unauthorized disclosure in the interest of national security shall be classified. Correspondence containing classified information will be safeguarded as prescribed in AR 380-5, Department of the Army Information Security Program. The contents of a classified communication will be revealed only to individuals who have the appropriate security clearance and whose official duties require such information.

b. Marking classified correspondence. See chapter 8 and AR 380-5 for detailed instructions on marking and downgrading instructions.

c. Use of FOR OFFICIAL USE ONLY (FOUO) marking. See AR 25-55, The Department of the Army Freedom of Information Act Program, for the proper use and marking of FOUO material.

1-25. Identification of writer

Normally, when writing any type of correspondence, the writer will be identified by military rank or civilian prefix, name, telephone number, and if appropriate, facsimile number and e-mail address. This information is generally placed in the last paragraph of the correspondence.

1-26. Identification of originating office

a. Office symbols are used to identify the office of origin for memorandums and electronically transmitted messages within the DA. Use the office symbols when addressing or replying to memorandums.

b. Office titles are used to identify the office of origin for letters. See paragraph 3-7a(2)(b).

1-27. Expression of date

a. Dates on memorandums. Express dates on memorandums in only these two ways: 1 January 2000 or 1 Jan 00. The four digits for the year will be used only when the month is spelled out or when date stamps reflect abbreviated months and four-digit year.

- b. Dates on letters.* Express dates on letters and refer to dates within letters only in this way: January 1, 2000.
- c. Separating date elements.* Avoid separating any of the three date elements (day, month, and year) from each other, but if it is absolutely necessary, the four-digit year may be carried over to the next line when the month is spelled out.

1-28. Expressing time

Military time will be expressed in a group of four digits, ranging from 0001 to 2400 based on the 24-hour clock system. The first two digits represent the hour after midnight and the last two digits represent the minutes. For example, 1:37 p.m. civilian time is expressed as 1337 military time. The word *hours* will not be used in conjunction with military time. Use civilian time in letters.

1-29. Suspense date

- a.* Use a suspense date on memorandums when a reply is required by a certain date. (See fig 2-2.) Suspense dates should be reflected in the body text and appear in bold. Do not use suspense dates on letters.
- b.* Consider the following time factors in setting a suspense date on correspondence:
- (1) Number of days required to transmit the communications.
 - (2) Number of days needed to complete the action.
 - (3) Number of days required to transmit the reply.

1-30. Addressing

Address correspondence and envelopes as prescribed in AR 25-51, Official Mail and Distribution Management, and chapter 5 of this regulation.

1-31. References

List references in the first paragraph of the correspondence. Enclose copies of references that are not readily available to the addressee. List and number references in the order they appear in the correspondence. When references do not appear in the text of the correspondence, list them in ascending date order (oldest to most recent). Include the following information as a minimum:

- a. Publications.* When listing publications, include the number, title, and date, for example, AR 25-50, Preparing and Managing Correspondence, 21 Nov 88; and (for a supplement and change) USASC, Suppl 1, 3 Mar 95, to AR 710-2, Inventory Management Supply Policy Below the Wholesale Level, 31 Oct 97; and Change 2, 15 Oct 99, to DA Pam 27-9, Military Judges' Benchbook, 30 Sep 96.
- b. Correspondence.* When referencing correspondence, include the type of correspondence, organization of origin, office symbol, date, and the subject of the correspondence, for example, Memorandum, HQ USAMC, AMCIO-F, 20 Feb 88, subject: Training for AMC Personnel; and Message, HQ TRADOC, ATPL-TD-OR, 101623Z Sep 84, subject: Correspondence Management. When referencing e-mail or facsimiles, use the name of the sender and the office symbol (if included), for example, E-mail, HQ TRADOC (ATPL-TD-OR), Mr. Sam Jones, 3 Nov 96, subject: Correspondence Management; and Fax, HQ FORSCOM, Ms. Ella Johns, 25 Feb 97, subject: Copier Management.
- c. Referencing classified or unclassified material.* (See chap 8 for portion marking.) Use the following guidelines when referencing unclassified material in a classified document or referencing classified material in a classified or unclassified document.

Note. When the reference contains classified information or is required to be placed within a classified document, portion-mark the reference and the subject of the reference with the appropriate classification symbol. See AR 380-5 for guidance.

- (1) When referencing a classified document in unclassified correspondence, show the classification of both the referenced material and the subject, for example, Secret message, HQ TRADOC, ATCG, 201623Z Sep 94, subject: Correspondence Management (U).
- (2) When referencing unclassified correspondence in a classified document, show the classification of the referenced material and the subject, for example, (U) Unclas message, HQ TRADOC, ATPL-TD-OR, 201623Z Sep 84, subject: Correspondence Management (U).
- (3) When referencing a classified document that has a classified subject in classified correspondence, show the classification of both the reference and its subject, for example, (C) Secret message, HQ TRADOC, ATCG, 201623Z Sep 94, subject: Correspondence Management (C).
- (4) When drafting an unclassified document and the subject of the reference(s) is classified, the document must show the classification assigned to the referenced subject. The document then becomes classified to the level of the reference cited and must be marked appropriately. (See AR 380-5 and chap 8 for proper marking of classified correspondence.)
- (5) When drafting an unclassified piece of correspondence that contains a mixture of classified and unclassified references although all subjects are unclassified, show the classification marking for each reference. Here are examples of references:

- (a) (U) Secret message, HQ TRADOC, ATCG, 201623Z Sep 94, subject: Correspondence Management (U).
- (b) Unclass memorandum, HQ TRADOC, ATCG, 20 Sep 94, subject: Correspondence Management (U).
- (c) (U) Conf message, HQDA, DAPC-ZX, 201624Z Sep 94, subject: Correspondence Management (U).
- (6) When preparing messages or when referencing correspondence on messages within messages, see AR 25–11 for guidance.

(7) When drafting unclassified correspondence that contains unclassified references, do not mark it to indicate its unclassified status.

d. Paragraphs of regulations or publications.

(1) When citing a regulation or publication, cite its number, name, and date: DA Pam 600–67, Effective Writing for Army Leaders, June 1986.

(2) When referencing a specific paragraph in a regulation or publication, cite the regulation or publication number, name, paragraph, and date, for example, DA Pam 600–67, Effective Writing for Army Leaders, paragraph 3–1a, June 1986. If the regulation has been listed as a reference in the first paragraph of the memorandum, additional references need only include the paragraph number and the number of the regulation, for example, DA Pam 600–67, paragraph 3–1a.

e. Telephone conversations or meetings. When referencing telephone conversations or meetings, first cite the communication, then the individuals' headquarters or office of location, the date, and the subject, if applicable:

(1) Reference telephone conversation between Mr. Smith, this office, and Ms. Jones, TRADOC, 23 Jan 95, subject: Office Copiers.

(2) Reference meeting between Ms. Jones, TRADOC, and Mr. Smith, this office, 23 Jan 95, subject: Office Copiers.

f. Referencing material that has the same subject. The term “subject as above” or the acronym “SAB” may be used in lieu of stating the subject in memorandums. This does not apply to letters.

1–32. Authority lines

Chapter 6 explains in detail the composition and proper use of authority lines.

1–33. Complimentary close

Chapter 3 explains in detail the composition and proper use of complimentary close.

1–34. Signature blocks

Chapter 6, section II, explains in detail the composition and proper use of signature blocks for military and civilian personnel.

1–35. Postscripts

A postscript (P.S.) is an informal technique to add an afterthought to a communication; do not use in official correspondence.

1–36. Page and paragraph numbering

See chapters 2 and 3 for exact guidance on paragraph and page numbering and placement of the page number.

1–37. Underlining, using boldface type, and italicizing for emphasis

Use underlining, boldface type, and italics only to emphasize a specific or important fact. Overuse of these methods for emphasis (like overuse of the exclamation point) defeats its own purpose. In general, substitute more specific or forceful words to gain emphasis.

1–38. Distribution formulas

Develop a distribution formula that is easy to understand and use. Ensure that it is a fast and cost-effective way to distribute information to a great number of addresses. Do not use internal distribution formulas for correspondence external to your command or installation. (See AR 25–51.)

1–39. Identifying and listing enclosures

Use enclosures for memorandums and letters. Number and attach all enclosures in the same order in which they appear in the body of the correspondence. Place the identification of each enclosure in the lower right corner of the first page, in pencil, before making copies. Specify enclosures in the text. See paragraph 4–2 for proper listing of enclosures. Attachments to enclosures are referred to as enclosures to enclosures (for example, enclosure 3 to enclosure 2).

1–40. Nine-digit ZIP Code (ZIP+4 Code)

Use the ZIP+4 Code on all return envelope addresses and on all “FOR” addresses. The ZIP+4 Codes will be used on all letterhead.

1–41. NATO correspondence

Correspondence for NATO purposes is governed by Standardization Agreements. See guidance in appendix F.

1–42. Recordkeeping requirements

This regulation requires the creation, maintenance, and use of the specific record FN 25–50a (Delegation of signature authority), in accordance with AR 25–400–2.

Section IV

Effective Writing and Correspondence: The Army Writing Style

1–43. Goal

The goal of all Army correspondence is effective communication.

1–44. Standards for Army writing

a. Effective Army writing transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage.

b. Good Army writing is concise, organized, and right to the point. Two essential requirements include putting the main point at the beginning of the correspondence and using the active voice (for example (*main point up front*), “You are entitled to jump pay for the time you spent in training last year”).

c. The standard English sentence order, subject-verb-object, works best. It speeds communication and helps the reader understand the main point.

d. Active writing—

(1) Emphasizes the doer of the action.

(2) Shows who or what does the action in the sentence, or puts the doer before the verb.

(3) Creates shorter sentences. Eliminating the passive voice reduces the number of words in a sentence.

(a) Passive: The PT test was passed by SGT Jones (eight words).

(b) Active: SGT Jones passed the PT test (six words).

e. The passive voice is easy to recognize. A verb in the passive voice uses any form of “to be” plus the past participle of a main verb (for example, am, is, are, was, were, be, being, been), plus a main verb usually ending in “en” or “ed” (for example, were completed, is requested).

1–45. Constructing military correspondence

a. *General techniques.* Focus first on the main point to construct basic military correspondence. Use of the active voice is the basic style of Army writing.

b. *Specific techniques.* Meeting the standards for correspondence requires specific techniques. Use these additional rules of correspondence construction to improve effectiveness.

(1) Use short words. Try not to use more than 15 percent over two syllables long.

(2) Keep sentences short. The average length of a sentence should be about 15 words.

(3) Write paragraphs that, with few exceptions, are no more than 10 lines.

(4) Avoid jargon.

(5) Use correct spelling, grammar, and punctuation.

(6) Use I, you, and we as subjects of sentences instead of this office, this headquarters, this command, all individuals, and so forth.

(7) Write one-page letters and memorandums for most correspondence. Use enclosures for additional information.

(8) Avoid sentences that begin with “It is ...,” “There is ...,” or “There are”

1–46. Packaging correspondence

a. *Structure.* The simplified formats in this regulation are specific ways of structuring particular kinds of correspondence. Packaging, however, applies to all Army writing.

b. *Framework.* Packaging is the general framework of military writing style. All formats start with this standard structure and are tailored to each type of correspondence.

c. *Packaging.* Structure correspondence for easy quick reading:

(1) First, open with a short, clear purpose sentence.

(2) Next, put the recommendation, conclusion, or more important information as the main point. (These first two steps can be combined in some correspondence.)

(3) Last, clearly separate each section. Use short paragraph headings or section titles.

Chapter 2

Memorandums—Special Purpose Memorandums

Section I

Memorandums

2-1. General

There are two types of memorandums: formal and informal. Figures 2-1 through 2-18 illustrate examples of usage and general rules.



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
ORGANIZATIONAL NAME/TITLE
STANDARDIZED STREET ADDRESS
CITY, STATE, AND ZIP+4 CODE

1
2 OFFICE SYMBOL 1 Date
1
2
3 MEMORANDUM FOR Deputy Commandant, US Army Command and General Staff
College (ATZL-SWD), 1 Reynolds Avenue, Ft Leavenworth, KS 66027-1352
1
2 SUBJECT: Using and Preparing a Memorandum
1
2
3 1. Paragraph 2-2 defines the use of a memorandum.

2. Single-space the text of the memorandum; double-space between paragraphs.

3. When a memorandum has more than one paragraph, number the paragraphs consecutively.
When paragraphs are subdivided, designate first subdivisions by the letters of the alphabet and
indent them as shown below.

a. When a paragraph is subdivided, there must be at least two subparagraphs.

b. If there is a subparagraph "a," there must be a "b."

(1) Designate second subdivisions by numbers in parentheses; for example, (1),
(2), and (3).

(2) Do not subdivide beyond the third subdivision.

(a) However, do not indent any further than the second subdivision.

(b) This is an example of the proper indentation procedure for a third subdivision.
1
2 AUTHORITY LINE:
1
2
3
4
5 Encl JOHN W. SMITH
Colonel, GS
Deputy Chief of Staff for Operations

1
2 CF:
Director, Tactics Division (w/encl)

Figure 2-1. Using and preparing a memorandum



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
ORGANIZATIONAL NAME/TITLE
STANDARDIZED STREET ADDRESS
CITY, STATE, AND ZIP + 4 CODE

S: Suspense Date

1
2 OFFICE SYMBOL

1
2 Date

1
2
3 MEMORANDUM FOR Joint Readiness Training Center (AFXX-XX), US Army Forces
Command, 7330 Mississippi Avenue, Ft Polk, LA 71459-5339

1
2 SUBJECT: Preparing a Memorandum

1
2
3 1. This example shows how to prepare a memorandum. Allow one inch for the left, right, top
and bottom margins, except for top margin on letterhead.

a. Type the *OFFICE SYMBOL* at the left margin two lines below the seal.

b. Stamp or type the *DATE* on the same line as the office symbol, ending at the right
margin. If there is a *SUSPENSE DATE*, type it two lines above the office symbol line ending as
close as possible to the right margin.

c. Type *MEMORANDUM FOR* on the third line below the office symbol. Begin the single
address one space following *MEMORANDUM FOR*. If the *MEMORANDUM FOR* address
extends more than one line, begin the second line flush with the left margin. Addresses may be
in upper and lowercase type or all uppercase type. See the other figures within this chapter for
preparing multiple-addressed memorandums.

d. Type the *SUBJECT* of the memorandum on the second line below the last line of an
address.

e. Begin the first paragraph of the *TEXT* at the left margin on the third line below the
last line of the subject.

2. When used, type the *AUTHORITY LINE* at the left margin on the second line below the last
line of the text.

3. Type the *SIGNATURE BLOCK* on the fifth line below the authority line or the last line of
the text beginning in the center of the page. Identify enclosures, if any, flush with the left
margin beginning on the same line as the signature block.

4. Leave a one-inch margin at the bottom of the first page. (See figure 2-3 for instructions
on continuing the memorandum.)

Figure 2-2. Preparing a memorandum

OFFICE SYMBOL

SUBJECT: Continuing a Memorandum

1

2

3

5. Type the *OFFICE SYMBOL* on the left margin one inch from the top edge of the paper.

6. Type the *SUBJECT* of the memorandum at the left margin on the next line below the office symbol.

7. Begin the continuation of the *TEXT* at the left margin on the third line below the subject phrase. When continuing a memorandum on another page:

a. Do not divide a paragraph of three lines or less between pages. At least two lines of the divided paragraph must appear on each page.

b. Include at least two words on each page of any sentence divided between pages.

c. Avoid hyphenation whenever possible.

d. Do not hyphenate a word between pages.

e. Do not type the *AUTHORITY LINE* and the *SIGNATURE BLOCK* on the continuation page without at least two lines of the last paragraph. If, however, a paragraph or subparagraph has only one line, it may be placed alone on the continuation page with the authority line and signature block.

8. Center the page number approximately one inch from the bottom of the page.

1

2

AUTHORITY LINE:

1

2

3

4

5

4 Encls

1. Personnel Listing,
24 May 99

2. DA Form 4187

3. Orders 114-6

4. Locator

SAM J. SMITH

Major, GS

Chief, Personnel Services

Figure 2-3. Continuing a memorandum

S: Suspense Date

OFFICE SYMBOL	1 <u>2</u>	Date
---------------	---------------	------

MEMORANDUM FOR Deputy Chief of Staff for Resource Management (ASRM-MP)

SUBJECT: Using and Preparing an Informal Memorandum

1. Paragraph 2-2 defines the use of an informal memorandum.
2. The informal memorandum is used to correspond with organizations, activities, or individuals to whom the author's office symbol is easily identifiable. Normally, informal memorandums will be used only within the author's technical or command chain.
3. The format for the informal memorandum is the same as that for the formal memorandum. Prepare the informal memorandum on plain white paper.
4. Include a point of contact in the last paragraph of the informal memorandum.
5. An authority line may be used if appropriate; it is not mandatory. See paragraph 7-2 for guidance.

AUTHORITY LINE:

Encl

RAMEY J. BRANDON
Colonel, GS
DCSOPS

CF:
Provost Marshal (w/encl)

Figure 2–15. Using and preparing an informal memorandum

2-2. Use

a. Formal memorandums. The formal memorandum is used for correspondence that is sent outside the headquarters, the command, the installation, or similarly identifiable organizational elements within the DOD; for routine correspondence to Federal Government agencies outside the DOD; for notification of personnel actions, military or civilian; and for showing appreciation or commendation to DA employees and soldiers.

b. Informal memorandums. The informal memorandum is used for internal correspondence within the same headquarters, same command, or similarly identifiable organizational elements. As a general rule, do not use informal memorandums when corresponding with organizations or individuals not familiar with your office symbol. Informal memorandums may be preprinted and used as form letters.

Note. Refer to DA Memo 25-52, Staff Action Process and Correspondence Policies, for correspondence originating within the Army Staff or Secretariat Agencies.

2-3. General rules

a. Paper. The standard size is 8½ by 11 inches.

b. Original pages.

(1) For formal memorandums use computer-generated letterhead for the first page and plain white paper for continuing pages.

(2) The informal memorandum is typed or printed on plain white paper; do not use letterhead.

c. Copies. Prepare only the number of copies needed. See paragraph 1-23 for more information on record, copy furnished, and reading file copies.

d. Dates. Type or stamp the day, month, and year on the memorandum flush with the right margin.

e. Margins. The standard margin is 1 inch from the left, right, top, and bottom margins. Do not justify right margins.

f. Spacing. See figures 2-1 and 2-2.

g. Abbreviations and brevity codes. See paragraph 1-16.

h. Acronyms. See paragraph 1-17.

i. Signature blocks.

(1) Type the signature block of military officials on three lines with the name (in uppercase) on the first line, rank and branch of Service on the second line, and the title on the third line. If the title requires an extra line, a fourth line is authorized. Indent the beginning of the fourth line so that the first character will be aligned underneath the third character of the third line.

(2) Type the signature block of civilian officials on two lines with the name (in uppercase) on the first line and the title on the second line. If the title requires an extra line, a third line is authorized. Indent the beginning of the third line so that the first character will be aligned underneath the third character of the second line.

(3) Do not use academic degrees, religious orders, or fraternal orders as part of the signature block unless it would benefit the Army for the receiver to know this information, for example, use of a medical degree to show that medical information provided was based on expertise of a member of the medical profession.

(4) Do not use “(P)” (meaning that the signer is promotable) after the rank for personal benefit; use only if it would benefit the Army.

2-4. Format

When writing a memorandum, use the modified block style format. The format has three parts: heading, body, and closing.

a. Heading. The heading has five elements:

(1) *Office symbol.* Type the office symbol on the second line below the seal. The symbol names the writer’s office (for example, DAPE-PRR). Do not use computer identification codes or word-processing codes as part of the office symbol. Other information may follow the office symbol when needed and if not part of the subject line. Some examples are the name of an individual, social security number, rank, primary military occupational specialty, contract number, or bill of lading number. Do not crowd the office or reference symbol line. If the additional information is lengthy, write it on a second line, flush with the left margin.

(2) *Date.*

(a) Put the date on the same line as the office symbol.

(b) End the date approximately even with the right margin.

(c) Express the date in this order: day, month, year. Day—Express in numerals. Month—Spell out if the year is not abbreviated; abbreviate if the year is abbreviated (15 January 1999 or 15 Jan 99 but not 15 January 99 or 15 Jan 1999).

Year—Express either with two or four digits, depending on whether the month is abbreviated or spelled out. The only exception to this rule is if the date stamp uses the abbreviated month and the four-digit year.

(d) The date may be typed or stamped.

(3) *Suspense date.* Use a suspense date if a reply is needed by a certain date. Do not impose a suspense date when there is no compelling reason.

(a) *Placement.* Put the suspense date at the right margin on the same line as the *Reply to Attention Of* or two lines above the date of the memorandum.

(b) *Setting of suspense date.* Always consider the time factors involved, for example, transmission time to the reader, time the reader needs to gather the information, and transmission time for the return reply.

(c) *Format of the date.* See paragraph 2-4a(2)(c).

(4) *MEMORANDUM FOR line.* Type *MEMORANDUM FOR* on the third line below the office symbol. Write to the office that is expected to complete the action. Do not simply address an action to a headquarters if it is known which element of that headquarters will receive the action. If the memorandum is sent to someone's attention, place the person's name in parentheses after the office symbol (see fig 2-4). Exception: When used for *Exclusive For* correspondence, appreciation, and commendation, a memorandum will be addressed to name and title of the addressee. When a second line is needed for the address, begin it flush with the left margin, except for multiple-address memorandums, which will begin under the third character of the line above it. Type addresses in either all uppercase or upper- and lowercase type. Be consistent. Do not mix the two type styles.

(a) *Single-address memorandums.* Figures 2-4 and 2-5 give examples of memorandums with a single address. Figure 2-4 gives an example for HQDA, and figure 2-5 gives one for a major command. When using a single address, *MEMORANDUM FOR* and the address are on the same line.

(b) *Multiple-address memorandums.* See figures 2-6 and 2-7 for examples of memorandums for HQDA and figure 2-8 for an example for MACOMs. Note that "multiple-address memorandums" means more than one and less than six. If the address extends more than one line, continue the second as stated in paragraph 2-4a(4). On multiple-address memorandums, prepare one original and make copies for additional addressees after signature. Place a checkmark to the immediate left of each addressee to designate that addressee's copy. This readily identifies the recipient and eliminates the need for reading the entire addressee listing.

(c) *SEE DISTRIBUTION memorandums.* If a memorandum is sent to more than five readers, use the *SEE DISTRIBUTION* format (see fig 2-9) for the addresses. Type the words *SEE DISTRIBUTION* one space after the words *MEMORANDUM FOR*. On the second line below the last line of the signature block or enclosure listing, whichever is lower, type *DISTRIBUTION:* and block the addresses as shown in figure 2-9. The distribution list may be continued on the second page (see fig 2-10). If necessary, the complete distribution list may be typed on a separate page. Prepare one original and make copies for additional addressees after signature. Place a checkmark to the immediate left of each addressee to designate that addressee's copy. This readily identifies the recipient and eliminates the need for reading the entire addressee listing. The envelope for an addressee on a *SEE DISTRIBUTION* list must show the complete address; otherwise, the U.S. Postal Service (USPS) will not be able to deliver it.

(d) *THRU memorandums.* Use a *THRU* memorandum to let others know what is being done and to give them the opportunity to comment, especially if their comment will have an impact on the action. Use this format when an action must be approved by several recipients, in turn. See figure 2-11 for the format for a single *THRU* memorandum. Use the format in figure 2-12 when sending the *THRU* memorandum to more than one reader.

(5) *Subject line.* Type the subject line on the second line below the last line of the address. Use only one subject and write the subject in 10 words or less, if possible. If the subject needs more than 10 words, limit the number of words and use authorized abbreviations. If the subject is more than one line, begin the second line flush with the left margin (see fig 2-13). Type *SUBJECT:* in uppercase letters (see examples).

b. *Body (Text).*

(1) *Beginning.* Begin the text on the third line below the last subject line.

(a) If there are references, list these in the first paragraph. See paragraph 1-31 for instructions on how to list.

(b) Begin the memorandum with a short, clear purpose sentence.

(c) Put the recommendation, conclusion, or most important information (the main point) next. (Some writing combines the purpose and the main point.)

(d) Clearly separate each major section. Use paragraphs, headings, or sections.

(e) When appropriate, a point of contact (POC) line will be the last paragraph of the body of the correspondence.

(2) *Spacing.* Single-space the text with double-spacing between paragraphs and subparagraphs. Single-space one-paragraph memorandums. (See fig 2-13.) On occasion, one-paragraph correspondence requires subparagraphing. The spacing for subparagraphing is the same as that for major paragraphs.

(3) *Indenting.* When paragraphs are subdivided, indent them as shown in figure 2-1.

(4) *Numbering paragraphs.*

(a) Do not number a one-paragraph memorandum.

(b) If the memorandum has more than one paragraph, number the paragraphs as outlined in figure 2-1.

c. *Closing*. Major elements are the authority line, signature block, and enclosure listing. Sub-elements are the DISTRIBUTION listing (if needed) and Copies Furnished (CF).

(1) *Authority line*. See chapter 7 and appendix E. Type the authority line at the left margin in uppercase letters on the second line below the last line of the text. The authority line is used by individuals properly designated as having the authority to sign for the commander or the head of an office.

(2) *Signature block*. See chapter 7 and appendix E for examples.

(a) *Placement*. Begin the signature block in the center of the page on the fifth line below the authority line. If there is no authority line, begin it on the fifth line below the last line of the text.

(b) *Omission*. Omit the signature block if it is not known at the time of writing who will sign. The signature block may be added either by typing or by use of a rubber stamp at the time of signature.

(c) *Format*. See paragraph 2-4.

(3) *Enclosures*. Number and attach enclosures in the same order in which they appear in the memorandum. When there is only one enclosure, do not precede "Encl" with the number "1." Use only "Encl." Begin the enclosure listing at the left margin on the same line as the signature block. (See chap 4.)

(4) *DISTRIBUTION listing (if needed)*. See figures 2-9 and 2-10.

(5) *Copies Furnished*. See figures 2-10 and 2-13 through 2-15. Use the copy furnished line to inform others of the subject only if they have a need to know or an interest in the subject. Type CF: on the second line below the last line of the signature block, enclosure listing, or distribution listing, whichever is lower. Show whether or not enclosures are included by adding either "(w/encls)" or "(wo/encls)" at the end of each CF address. If all copies furnished addressees will be provided copies of the enclosures or all will not be provided enclosures, type either "w/encls" or "wo/encls" in parentheses after "CF" rather than type each one separately after each address (for example, CF: (w/encls)).

2-5. Multiple-Page memorandums

Try to limit the memorandum to no more than two pages. Use enclosures for additional information. If a memorandum is longer than one page, see figures 2-2 and 2-3 and follow these rules:

a. Type the office symbol at the left margin 1 inch from the top edge of the paper.

b. Type the subject of the memorandum at the left margin on the next line below the office symbol.

c. Begin the continuation of the text at the left margin on the third line below the subject phrase. When continuing a memorandum on another page—

(1) Do not divide a paragraph of three lines or less between pages. At least two lines of the divided paragraph must appear on each page.

(2) Include at least two words on each page of any sentence divided between pages.

(3) Do not hyphenate a word between pages.

(4) Do not type the authority line and the signature block on the continuation page without at least two lines of the last paragraph. If, however, the last paragraph or subparagraph has only one line, it may be placed alone on the continuation page with the authority line and signature block.

d. Center the page number approximately 1 inch from the bottom of the page.

Section II

Special Purpose Memorandums

2-6. Memorandum of Understanding or Memorandum of Agreement

a. *Uses*. Use a Memorandum of Understanding (MOU) or a Memorandum of Agreement (MOA) to document mutually agreed to statements of—

(1) Prepare the MOU or MOA on the letterhead of the preparing or requesting agency.

(2) Intentions.

(3) Procedures.

(4) Parameters.

(5) Policies of future actions.

(6) Matters of coordination.

Note. Do not substitute an MOA for formal support agreements within one Service or between Services. However, an MOA may be used to document an agreement before writing a more formal one.

b. *Format*. When an MOU or MOA is required, use the format shown in figures 2-16 and 2-17.

(1) *Heading*. Prepare the MOU or MOA on the letterhead of the preparing or requesting agency. This provision may be altered to meet internal or special requirements of the parties involved in the agreement. Center the title *MEMORANDUM OF UNDERSTANDING* or *MEMORANDUM OF AGREEMENT* on the second line below the seal. Type the word *BETWEEN*, also centered, on the line immediately following the title. Center the names of the agreeing agencies on the line immediately following the word *BETWEEN*. The requirement for centering may be altered when there are more than two agreeing agencies or where the agency titles are too lengthy to be typed on one line.

Student Handout 3

Extracted Material from DA Pam 600-67

**This Student
Handout
Contains**

This student handout contains three pages of extracted material from the following publication:

DA Pam 600-67, Effective Writing for Army Leaders, 2 June 1986

Cover Page	not numbered
Chapter 1, 2, and 3	pages 1 and 2

Disclaimer: The training developer downloaded the extracted material from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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Department of the Army
Pamphlet 600-67

Personnel—General

Effective Writing for Army Leaders

Headquarters
Department of the Army
Washington, DC
02 June 1986

Unclassified

Chapter 1 Introduction

1-1. Purpose

This pamphlet is a leader's manual. It –

- a. Provides accessible information on what kind of staff writing to demand and how to have it produced.
- b. Explains in detail what good Army writing is and how to establish uniform Army writing standards.
- c. Describes two quantifiable tools to reinforce better writing.
- d. Provides examples of the new standard for Army writing.

1-2. References

a. *Required publication.* AR 600-70, The Army Writing Program, is a required publication. (Cited in para 2-1d.)

b. *Related publication.* (A related publication is merely a source of additional information. The user does not have to read it to understand the pamphlet.) AR 340-15, Preparing and Managing Correspondence, is a related publication.

1-3. Why there is an Army Writing Program

a. Too much Army writing does not communicate well. It confuses rather than clarifies; it is wordy rather than concise; it hides the main idea rather than getting to the point.

b. We all recognize the particular style described in above as "Army" writing. The Army has developed this style collectively. That means that, collectively, we can build a better style.

c. Information overload and the complexity of the modern Army demand a more effective style and a new standard for writing.

1-4. Defining the standard

a. According to AR 600-70, the standard for Army writing is writing you can understand in a single rapid reading, and is generally free of errors in grammar, mechanics, and usage.

b. Good Army writing is clear, concise, organized, and right to the point.

Chapter 2 Leadership and Writing

2-1. Why we need a leader writing pamphlet

- a. Leaders lose too much time grappling with poor writing.
- b. Poor writing hinders decisions.
- c. Only leaders can make this new style happen.
- d. Paragraph 2e of AR 600-70 requires all commanders to uphold a common standard.

2-2. A different kind of writing pamphlet

a. This is a leader's manual, not a thick staff officer's guide. This pamphlet provides accessible information on what kind of writing to demand and how to get your staff to produce it.

b. Most significantly, the Army has set a standard for good writing and developed staff writing rules to reach that standard. You'll find those in this pamphlet as well.

2-3. Your role as an Army leader

This pamphlet has three primary sections and will assist you as an Army leader to –

- a. Issue the guidance to establish uniform, effective writing standards.
- b. Be a mentor to your subordinates using specific tools.
- c. Show the new standards using sets of examples.

Chapter 3 Issuing the Guidance

3-1. Style Rules

Take these guidelines and publish them as your office writing rules to establish the new Army writing rules to establish the new Army writing standard. Require all people who write for you–

- a. Put the recommendation, conclusion, or reason for writing—the "bottom line"—in the first or second paragraph, not at the end.
- b. Use the active voice.
- c. Use short sentences (an average of 15 or fewer words).
- d. Use short words (three syllables or fewer). (See the clarity index in paragraph 4-3.)
- e. Write paragraphs that, with few exceptions, are no more than 1 inch deep.
- f. Use correct spelling, grammar, and punctuation.
- g. Use "I," "you" and "we" as subjects of sentences instead of "this office," "this headquarters," "all individuals," and so forth, for most kinds of writing.

3-2. Two essential changes

These new writing guidelines mandate two critical changes that leaders must demand. The first change alters the structure of all Army writing; the second change transforms the style.

a. *Structure—main idea first.*

(1) Require all staff writing to begin with the main idea. The greatest weakness in ineffective writing is that it doesn't quickly transmit a focused message. Too much Army writing hides the main point. Insist, as business writers do, on the "bottom line" first. Have subordinates start with the information they would keep if they had to get rid of all the rest.

(2) Require specific packaging of all writing. Focusing first on the main point changes the overall construction of Army writing. This restructuring, called packaging, is the framework of the new writing style. Packaging is not format. Formatting begins after packaging to tailor the writing to a specific purpose. To package–

(a) Open with a short, clear purpose sentence.

(b) Put the recommendation, conclusion, or most important information (the main point) next. (Some writing combines the purpose and the main point.)

(c) Clearly separate each major section. Use paragraphs, headings, or section titles.

(d) Use a specific format if one is appropriate.

b. *Style – the active voice.*

(1) The major style change that makes Army writing clear, direct communication is using the active voice rather than passive voice. Many Army writers overuse the passive voice and create sentences that are indirect and unfocused, and that slow communication. The passive voice hides the doer of the action, blocking communication. Active example: Army beat Navy. Passive example: The Navy has been beaten by Army.

(2) The active voice is direct, natural, and forceful.

(3) The active voice does more than make sentences clearer – it shortens sentences. Eliminating the passive voice reduces a piece of writing by about 20 percent.

(4) The passive voice is actually very easy to recognize: it uses one of the eight forms of to be plus a verb usually ending in –en or –ed. Example: am, is, are, was, were, be, being, been plus the –en, –ed word (is requested, were eaten).

(5) When you see verb constructions like the examples in (4) above, you know the writing is passive. Although sometimes the passive is appropriate, most of the time it is not. Examples: The passive voice is abused in Army writing. When vagueness is wanted, the passive voice is selected by many writers. A direct style, on the other hand, is created by the active voice.

(6) When you see writing in the passive voice, have the writers change it to active voice. Tell your subordinates to put the subject first in sentences and they will become active writers. Example: Army writing abuses the passive voice. Army writers select the

passive voice when they want to be vague. The active voice, on the other hand, creates a direct style.

Chapter 4 Being a mentor

4-1. General

Despite clear staff writing guidelines and focusing on only two essential changes, some of the writing you see won't meet the new standards. Most supervisors have little trouble identifying poor writing. Many, however, have problems knowing how to fix it or counsel someone else on how to fix it. Use the tools discussed in paragraphs 4-2 and 4-3 to give your subordinates specific, quantifiable feedback.

4-2. The quick-screen edit

This editing tool identifies major violations of the Army standard for writing. To use the quick-screen edit, simply do the following:

- a. use a highlighter, pencil or pen.
- b. In a single, rapid reading highlight, circle, or underline—
 - (1) The "bottom line," the purpose of the piece of writing.
 - (2) Any forms of the verb to be used with a past participle (a verb ending in "-en" or "-ed"). This identifies the passive voice.
 - (3) Any unnecessary long words or jargon.
 - (4) Spelling, punctuation, or grammar mistakes.
- c. Have your people revise the four targeted areas. In the revision—
 - (1) Move the "bottom line" to the beginning of the writing if it is not there already.
 - (2) Change only the other highlighted problems.
 - (3) Check the writing for packaging.
- d. See figure 4-1 for an example of highlighting, using the quick-screen edit. (The reverse type in fig 4-1 represents use of highlighting.) Figure 4-2 shows the revised example.
- e. This quick-screen edit is a quick, effective screen. It's quick because you only read it once. It's effective because you highlight specific errors. It's a screen because you highlight only those errors that are distracting.
- f. With this technique, you show subordinates exactly what to revise without requiring a complete rewrite.

4-3. The clarity index

Some writing problems do not lend themselves to a quick-screen edit. A second tool, the clarity index, pinpoints two other major reasons why writing that arrives on the desk is often confusing and difficult to read.

- a. Long words and long sentences make writing difficult to read. Such writing does not meet the new standards of Army writing. The clarity index provides a yardstick to measure how readable writing is. If you suspect that writing is not effective, this yardstick is helpful to quantify the problem.
- b. The clarity index is based on word and sentence length. Selecting a sample of 200 words or less, use the formula below. (For graphic representation of the formula, see fig 4-3.)
 - (1) Count the number of sentences.
 - (2) Count the number of words.
 - (3) Divide the number of words by the number of sentences to

get the average sentence length. (The target average is 15 words per sentence.

- (4) Count the number of words that have three syllables or more.
- (5) Divide the number of long words by the total of words to determine the percentage of long words. (The target is 15 percent.)
- (6) Add the average sentence length to the percentage of long words.
- (7) The sum is the clarity index. (The target is 30.)
 - c. If a writer eliminates long words and long sentences without changing meaning, writing becomes clearer. The writer is not producing simplistic papers or insulting the reader's intelligence. Instead, time-savings and understanding increase.
 - d. Use the clarity index once to quantify the density of a piece of writing for subordinates. Then have them periodically monitor their own writing. See figures 4-4 and 4-5 for examples of how to compute a clarity index.
 - e. Use the following Rules of thumb for the clarity index:
 - (1) Below 20, writing is too abrupt.
 - (2) Over 40, writing is difficult to understand.
 - (3) Aim for an index of 30.

Chapter 5 Showing the New Standards

5-1. Establishing the guidelines

- a. The two essential changes – packaging and active writing – and the seven style techniques create a new standard for Army writing.
- b. The quick-screen edit and the clarity index help enforce the new standard.

5-2. Setting the examples

- a. The examples in figures 5-1 through 5-6 demonstrate the results of applying the leadership guidelines in this pamphlet to Army writing. Read and compare the examples. Do not accept writing like that labeled "poor writing." Only accept writing like that labeled "good writing." Use figures 5-1 through 5-6 as examples for your subordinates.
- b. The memorandum at figure 5-1 has a clarity index of 42. That's too high. The paper is far too long, is filled with jargon, the passive voice, and is not focused. Packaging in figure 5-2 brings the recommendation to the top and eliminates unnecessary verbiage. The example in figure 5-2 has a clarity index of 23.
- c. Much of figure 5-3 is error-riddled or Army jargon. It's an attempt to sound "serious" and military. Writing like this slows communication and sends the wrong message about the writer. Note the difference in figure 5-4.
- d. The other examples of standards in this pamphlet reflect the dramatic difference brevity makes to bring about more effective writing. Although the example at figure 5-5 is short, it has a more basic problem – packaging. Notice that figure 5-6 does not look markedly shorter, although it is. This document's legal nature does mean some things cannot be cut out. It's much improved, however, because the "bottom line" is up front and the paragraphs are short. Packaging speeds communication.

A microcomputer can help this office speed up actions which is very important to getting all missions accomplished. By using the data base software, we can keep track of all training and not allow repetitive training. We can use the work processor to do our administrative actions and speed up our ability to do work. We need such an instrument at this time.

Figure 3-1. Example of writing without packaging

Student Handout 4

Extracted Material from TSP 158-F-0010

**This Student
Handout
Contains**

This student handout contains 19 pages of extracted material from the following publication:

Center for Army Leadership, U.S. Army Command and General Staff College,
TSP 158-F-0010, dated 1 June 1998

Writing Guide #4	Writing Simply	D-19
Writing Guide #5	Active and Passive Voice	D-21 and D-22
Writing Guide #6	Person in Pronouns	D-23 and D-24
Writing Guide #7	Transitional Markers	D-25
Writing Guide #8	The Joining of Sentences	D-26 and D-27
Writing Guide #9	Expressing Subordinate Relationships	D-28
Writing Guide #10	Capitalization	D-29 and D-30
Writing Guide #11	Punctuation -- The Comma	D-31 and D-32
Writing Guide #12	Punctuation -- The Colon and the Semicolon	D-33 and D-34
Writing Guide #13	Punctuation -- The Apostrophe, The Dash, The Hyphen, and Italics	D-35 and D-36
Writing Guide #14	Punctuation -- Quotation Marks	D-37 and D-38

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WRITING SIMPLY

Writing Guide #4

BACKGROUND

Too much writing doesn't do what it's supposed to communicate. Writers often have other agendas which supersede communicating: they want to impress their readers with their vocabulary, or they believe they must follow some "official" style.

WRONG!

THE CLEAR WRITING STANDARD

Good writing transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage. This is also the Army writing standard.

If you want to meet this standard, write simply. Adopt a conversational style.

WRITE THE WAY YOU SPEAK

There are three ways to do this--use personal pronouns, use contractions, and use the active voice.

Personal pronouns make writing personal. Look at the two samples below.

1. I'm responsible.
2. The undersigned official assumes responsibility.

The first version is conversational and communicates rapidly. Do you know anyone who talks like the second version? Neither do we.

When you're referring to yourself, use "I" or "me." When referring to your group or company, use "we" or "us." Use "you" for the person you're talking to--just like you do in conversation. Also you should use the other personal pronouns such as "my," "your," "yours," "they," etc.

Contractions are part of our everyday language. Use them when you write. Don't force them in

your writing, let them happen naturally. Negative contractions can be especially useful in softening commands and making it harder for the reader to miss your meaning.

Use the active voice when you write rather than the passive. If you want more information on active and passive voice, see Writer's Guide Number 5.

OTHER WAYS TO SIMPLIFY WRITING

Use jargon, including acronyms, carefully. Jargon and acronyms communicate only to those who understand them. Everyone else is lost.

If you're in doubt, use everyday words (even if this means using more words), and spell out acronyms on first use. It's better to use more words than confuse your reader.

Use simpler language. Why say "at this point in time" when you could say "now"? Is "utilize" really better than "use."

Simpler is better.

USE THE HELP AVAILABLE

Ask your co-workers. Show your material to someone who hasn't seen it before. Ask them if the material is easy to understand. Ask them if you left anything out. The danger here is that friends and co-workers are sometimes reluctant to tell you what they really think. They don't want to hurt your feelings.

Search out honest feedback and use it to improve your writing. Don't take offense at what someone tells you because you'll not get honest feedback anymore.

Another way to review your work is to set it aside for a while. Work on something else, and let your brain "cool off" on that subject. You'll break the mindset you've been working with and be able to take a fresh look at the paper

ACTIVE AND PASSIVE VOICE

Writing Guide #5

DESCRIPTION

Active Voice occurs when the subject of the sentence does the action.

John will load the trailer.
actor action

Passive Voice occurs when the subject of the sentence receives the action.

The trailer will be loaded by John.
receiver action actor

PROBLEMS WITH PASSIVE

The style of writing which the Army adopted in 1984, requires writers to use active voice whenever possible.

1. Passive voice obscures or loses part of the substance (the actor) of a sentence. When you use passive voice, the receiver of the action becomes the subject of the sentence; and the actor appears in a prepositional phrase after the verb.

Worse yet, you can leave the actor out completely and still have a good English sentence. This means you have eliminated part of the substance.

Calisthenics were conducted by the Coach.
(Calisthenics is not the actor.)
subject verb actor

Your pay records were lost. (No actor.)
subject verb

2. Passive voice is less conversational than active voice. Therefore, it is less natural when someone reads it.

Passive: A drink of water is required by me.

Active: I need a drink of water.

3. Passive voice is less efficient than active voice. Active writing usually requires fewer words to get the same message to your audience. The number of words saved per sentence may seem small, but when you multiply that savings by the number of

sentences in a paper, the difference is much more significant.

Passive: The letter was typed by Cheryl. (6 words)

Active: Cheryl typed the letter. (4 words - a 33 percent reduction)

IDENTIFYING PASSIVE VOICE

You can locate passive voice in your writing in much the same way a computer would. Look for a form of the verb "to be" (am, is, are, was, were, be, being, or been) followed by a past participle verb (a verb ending in ed, en, or t). Passive voice requires BOTH!

Your leave was approved by the commander.

A "to be" verb by itself is simply an inactive verb (shows no action). A verb ending in ed, en, or t by itself is a past tense verb and not passive voice.

The rifle is loaded.
(No physical action taking place.)

The Eagle landed on the Moon.
(An action in the past.)

DECISION TIME

Once you have found the passive voice in your (or someone else's writing), you have to decide whether you want to change it to active or not.

That's right. There are times when passive voice is appropriate.

1. Use passive voice when you want to emphasize the receiver of the action.

Passive: Your mother was taken to the hospital.

Active: An ambulance took your mother to the hospital.

2. Use passive voice when you don't know who did the action.

Passive: The rifle was stolen.

Active: A person or persons stole the rifle.

CHANGING PASSIVE VOICE TO ACTIVE VOICE

If you decide to change the passive voice to active voice, the process is really quite simple. First, find out who did, is doing, or will do the

action--the actor. Next, use the actor as the subject of the sentence. Finally, use the right tense active verb to express the action. BINGO!

Voice	Present Tense	Past Tense
Active	John wrecks the car.	John wrecked the car.
Passive	The car is being wrecked by John.	The car was wrecked by John

Fig 1: A voice/tense matrix

PERSON IN PRONOUNS

Writing Guide #6

First Person

Writers use first person when they are the "person" speaking in the document. First person shows that what is said is the opinion of the writer or the writer as part of a group. The pronouns below show first person.

<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>
Singular	I, me	my, mine
Plural	we, us	our, ours

Second Person

Writers use second person when the document is addressed directly to one person or one group of people. Second person makes the communication personal. The list below shows the second person pronouns.

<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>
Singular	you	your, yours
Plural	you	your, yours

Third Person

Writers use third person when they want the communication to be impersonal or directed to a non-specific audience. They also use it to show they are talking about an object (or non-human form of life) or someone other than themselves or the person or persons they are directly addressing. The pronouns used to show third person are below. Note that in third person the singular pronouns show gender.

<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>
Singular	he, she, it him, her, it	his, hers, its
Plural	they	them, theirs

Nouns can also show third person. When the writer uses a person's or place's name or another noun which names the person, thing, or group, he is using third person.

PRONOUNS

	<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>
1st Person			
	Singular	I,	my, mine
	Plural	we, us	our, ours
2nd Person			
	Singular	you	your, yours
	Plural	you	your, yours

3rd Person

Singular	he, she, it	his, hers, its
	him, her, it	
	who, whom	whose
Plural	they, them	theirs

1. Use subjective pronouns as follows:

- As the subject of a verb. Ex: **We** ran the marathon last week.
- In appositives which define the subject. Ex: We boys, Jerry, John, and **I**, went to the store.
- After the verb forms of **to be** (linking verbs). Ex: It was **she**. // I wish I were **he**.

2. Use objective pronouns as follows:

- As the direct object of verbs (answers the question *who* or *what* about the verb?). Ex: The bull chased **them** across the field.
- As the indirect object of verbs (answers the question **to whom** or **to what** the action of the verb is directed). Ex: Bill threw the ball to **him**.
- As the object of a preposition. Ex: I went to the store with Joan and **her**.

3. Use pronouns after the verb when

- The words **than** and **as**, use a subjective pronoun whenever the pronoun is the subject of an understood verb. Ex: He fears the dog more than **I** (do).
- If the pronoun is the object of an understood verb, use the objective pronoun. Ex: He fears the dog more than (he fears) **me**.

4. Use possessive pronouns to show ownership.

5. Use possessive pronouns with gerunds (verbs ending with **-ing**) when they are the subject of a sentence. Ex: **His being** elected class president meant a lot to him.

TRANSITIONAL MARKERS

Writing Guide #7

Clear writing requires that communications be:

"...understandable in a single rapid reading..."

One way to ensure your writing meets this standard is to make your material coherent. That is, ensure your ideas flow together logically.

Coherence means more than just connecting your sentences mechanically. It means that the way you connect your ideas reflects the relationship between them. Words and phrases called transitional markers establish the

relationship.

To make your writing effective, you must choose the transitional marker that reflects the relationship you want to establish. Listed below are words or phrases you can use to help you transition from one idea to another grouped by the relationship they establish between ideas.

You can use these transition markers within sentences, between sentences, and between paragraphs. The result will be that your reader will be able to follow your ideas as they flow from one to another.

To indicate addition:

again
also
and then
besides
equally important
finally
first*
further
furthermore
in addition
last
likewise
moreover
next
too

To indicate cause and effect:

accordingly
consequently
hence
in short
then
therefore
thus
truly

To indicate comparison:

in a like manner
likewise
similarly

To indicate concession:

after all
although this may be true
at the same time
even though
I admit
naturally
of course

To indicate contrast:

after all
although true
and yet
at the same time
but
for all that
however
in contrast
in spite of
nevertheless
notwithstanding
on the contrary
on the other hand
still yet

To indicate time relationships:

after a short time
afterwards
as long as
as soon as
at last
at length
at that time
at the same time
before
earlier
immediately
in the meantime
lately
later
meanwhile
of late
presently
shortly
since
soon
temporarily
thereafter
thereupon
until
when
while

*And other ordinal numbers like second, third, etc.

THE JOINING OF SENTENCES

Writing Guide #8

Vocabulary

Simple Sentence: A complete sentence that expresses a single thought.

Independent Clause: A simple sentence which is combined with another simple sentence or a dependent clause to form either a compound or complex sentence.

Dependent Clause: A group of words that adds information to or modifies an independent clause. It is not a complete sentence and can not stand by itself as a sentence.

Compound Sentence: A sentence formed by the joining of two independent clauses using a coordinating conjunction, a semicolon, or a conjunctive adverb (options 1,2, and 3 below).

Complex sentence: A sentence composed of an independent clause and one or more dependent clauses joined by subordinating conjunctions (option 4 below).

Compound-Complex Sentences: A sentence containing two or more independent clauses and one or more dependent clauses. The methods of joining these clauses may include any of the options below.

Joining Sentences --The Options

Option 1 -- The Coordinating Conjunction.

The most common way to join two simple sentences (independent clauses) is with a coordinating conjunction. To join sentences this way, place a comma after the first independent clause, write the coordinating conjunction, and add the second independent clause.

Independent Clause + , + Coordinating Conjunction + Independent Clause

and, or, but, nor, for,
yet, so

Example: I went to Germany, but Bill went to the Japan.

Option 2 -- The Semicolon.

To join two closely related simple sentences (independent clauses), you may use a semicolon without a conjunction.

Independent Clause + ; + Independent Clause

Example: I went to Germany; Bill went with me.

Option 3 -- The Semicolon and a Conjunctive Adverb

The third way to combine two simple sentences (independent clauses) is to use a semicolon and a conjunctive adverb. Conjunctive adverbs carry the thought of the first independent clause to the next one.

To join sentences using this method, write the first independent clause, add a semicolon, write the conjunctive adverb, place a comma after the conjunctive adverb, and write the second independent clause.

Independent Clause + ; + Conjunctive Adverb + , + Independent Clause

however, therefore,
indeed, moreover,
consequently, etc.

Example: I wanted to become an artist; therefore, I went to Paris.

Option 4 -- Subordinate Conjunction

The final method of joining two simple sentences is the use of subordinating conjunctions. Example 4a below shows the more common subordinating conjunctions. When using this method one sentence remains an independent clause and the other becomes a dependent clause. The most important idea is the independent clause.

As the three examples below show, you can move the dependent clause to several positions within the sentence. This flexibility adds variety to your writing. Be sure you use the necessary punctuation, however.

a. Independent Clause + Subordinating Conjunction + Dependent Clause

after, although, as,
as if, before, because,
if, since, unless, when,
since, unless, when,
whenever, until, while

Example: I went to the movie although Bill went bowling.

b. Subordinating Conjunction + Dependent Clause + , + Independent Clause

Example: Although Bill went bowling, I went to the movie.

c. Part of Independent Clause + , + Subordinating Conjunction + Dependent Clause + , + Part of Dependent Clause

Example: I, although Bill went bowling, went to the movie.

Note that examples 4b and 4c require commas to separate the subordinating conjunction and dependent clause from the independent clause.

EXPRESSING SUBORDINATE RELATIONSHIPS

Writing Guide #9

As a writer, you will often find ideas which are clearly related but are not equal in importance. Instead of using a coordinating conjunction which joins ideas of equal importance, you will need to use a conjunction which joins the ideas but expresses the subordinate relationship.

The listing below groups the subordinating conjunctions by the relationship they establish. We've also included an example of each type of relationship.

Subordinating Conjunction

Cause

Because, since Many students live off campus. They often form car pools.
 Since many students live off campus, they often form car pools.

Condition

if, even if, We can provide realistic football training. We must coordinate with other teams.
 We can provide realistic football training if we coordinate with other teams.
unless We cannot provide realistic football training unless we coordinate with other teams.

Concession

although,
though,
even though
funding. We have better equipment than the schools of the 1970's.
 We have less funding.
 We have better equipment than the schools of the 1970's even though we have less funding.

Purpose

in order that,
so that The boss canceled most of the vacations for May. The company will hold a training session for junior executives.
 The boss canceled most of the vacations for May so that the company can hold a training session for junior executives.

Time

as long as,
after, when
while, before,
parking
until There will be plenty of parking space.
 The contractor will finish the new parking garage by June.
 There will be plenty of parking space as long as the contractor finishes the new garage by June.

Location

where,
wherever The new company headquarters building stands on treeless land.
 The company picnic area used to be there.
 The new company headquarters building stands on treeless land where the company picnic area once was.

As you can see by the examples above, using subordinating conjunctions generally makes the sentences longer. The relationship between the ideas, however, is clearer. Having some longer sentences is a good tradeoff for clarity.

CAPITALIZATION

Writing Guide #10

1. Capitalize the first word of every sentence, including quoted sentences.

She said, "The work is finished."

2. Capitalize the first word of a line of poetry.

"Had we but world enough, and time,
This coyness, lady, were no crime."

- Andrew Marvell, "To His Coy Mistress"

3. Capitalize words and phrases used as sentences.

Why?
Yes, indeed.
Of course.

4. Capitalize the first word of a formal question or statement following a colon.

He asked several questions: "Where are you going? "What is your goal?" What will you do?
What is your goal
I offered a word of advice: "Read only the best books."

5. Capitalize the first word of each item in a formal outline.

- I. Sports taught this semester.
 A. Swimming
 B. Softball

6. Capitalize the first and last and all other important words in a title.

The Naked and the Dead

7. Capitalize the first and last word in the salutation and the first word of the complimentary close of a letter.

My dearest Son,
Very truly yours,

8. Capitalize proper nouns and proper adjectives. A proper noun is the name of a particular person place or thing. A proper

adjective is an adjective derived from a proper noun, i.e., American from America.

Eskimo
English
Japanese
Louisa May Alcott

9. Capitalize specific places. This includes geographic directions when they refer to a specific area, but not points of the compass.

Japan
Atlantic Ocean
Missouri River
Room 219
The Todd Building
Fairmount Park
the Old South

10. Capitalize specific organizations.

United Nations
Warsaw Pact
Red Cross
Ace Tire Company

11. Capitalize the days of the week, months, and holidays, but not the seasons.

Monday
October
Veteran's Day
Fourth of July
fall

12. Capitalize religious names.

Allah
God
the Virgin
the Bible
the Lord

13. Capitalize historical events, periods, and documents.

the Constitution
Battle of Gettysburg
the Middle Ages

14. Capitalize the names of educational institutions, departments, specific courses, classes of students, and specific academic degrees. This does not mean to capitalize academic disciplines such as mathematics (except as they are proper adjectives like French).

Washboard College
Junior Class
Biology 101
M.Ed.

15. Capitalize the names of flags, emblems, and school colors.

Old Glory
Bronze Star
Green and Gold

16. Capitalize the names of stars and planets.

Earth
the North Star
the Big Dipper
Jupiter

17. Capitalize the names of ships, trains, aircraft, and spacecraft

Titanic
the Crescent Express
City of Los Angeles
Enterprise

18. Capitalize the initials which are used in acronyms.

B.C.
NATO
OK (for Oklahoma)
WKRP
FBI
CTAC

19. Capitalize personifications.

Mother Nature
Old Man Winter
the face of Death

20. Capitalize titles preceding a name.

Professor Jane Melton
Chief Justice Burger
Reverend Beliveau

21. Capitalize the interjection Oh and the pronoun I.

PUNCTUATION – THE COMMA

Writing Guide #11

About half of the errors in punctuation are comma errors. This writer's guide is a quick reference for you, so you won't make the most common errors with commas. The guide will not cover all of the minute details of commas, just the ones we use most often.

1. Commas set off independent clauses which are joined by a coordinating conjunction

The chairman is Shauna Sloan, and the president is Jamie Harris.

2. Commas set off introductory elements.

- a. Adverb clauses: If you register now, you can vote by mail.

- b. Long prepositional phrases: In the cool air of the April morning, we prepared for the track and field meet.

- c. Verbal phrases.

Speaking off the record, the Senator addressed the senior class.

3. Commas separate the items in a series when there are more than two items.

The book is available in book-stores, at newsstands, or by mail.

4. Commas separate coordinate adjectives when they are of equal importance.

Tall, stately trees lined the boulevard.

5. Commas set off parenthetical expressions. These words or phrases interrupt the flow of the sentence and are not essential to its meaning.

- a. General parenthetical expressions:

She was, in my opinion, an outstanding leader.

The entire speech, moreover, lacked vitality.

- b. Nonrestrictive (nonessential) clauses:

Parsons Boulevard, which runs past my house, is being repaved.

- c. Nonrestrictive (nonessential) phrases:

Mrs. Atlee, wearing red, is the ambassador's

sister.

- d. Nonrestrictive (nonessential) appositives:

America's first general, George Washington, started his own navy.

6. Commas set off absolute phrases.

The day being warm, we headed for the beach.

7. Commas set off names or words used in direct address.

Carole, what are you doing?

8. Commas set off yes or no at the beginning of a sentence.

Yes, there is a lot of reading to this course.

9. Commas set off mild interjections.

Well, I'll have to think about that.

10. Commas set off explanatory words like she said from direct quotations.

Churchill said, "Short words are best."

11. Commas set off examples introduced by such as, especially, and particularly.

John enjoys outdoor sports, such as football and hunting.

12. Commas replace omitted or understood words.

Captain Franklin attended West Point; his brother, the Coast Guard Academy

13. Commas separate confirmatory questions from statements.

It's cold in here today, isn't it?

14. Commas set off the greeting and complimentary close of letters.

Dear Mabel,

...

Sincerely,

15. Commas set off the elements of dates and addresses.

On March 3, 1984, we had a blizzard in Kansas.

He lives at 321 Maple Street, Kokomo, Indiana.

16. Commas group words to prevent misreading.

After eating, the boys became sleepy (Not "after eating the boys...").

Inside, the dog was growling (Not "Inside the dog...")

PUNCTUATION -- THE COLON AND THE SEMICOLON

Writing Guide #12

THE COLON

1. The colon introduces the following:

A list, but only after as follows, the following, or a noun for which the list is an appositive:

Each scout will carry the following: meals for three days, a survival knife, and his sleeping bag.

The company had four new officers: Bill Smith, Frank Tucker, Peter Fillmore, and Oliver Lewis.

b. A long quotation (one or more paragraphs):

In *The Killer Angels* Michael Shaara wrote:

You may find it a different story from the one you learned in school. There have been many versions of that battle [Gettysburg] and that war [the Civil War].

(The quote continues for two more paragraphs.)

c. A formal quotation or question:

The President declared: "The only thing we have to fear is fear itself."

The question is: what can we do about it?

d. A second independent clause which explains the first:

Potter's motive is clear: he wants the assignment.

e. After the introduction of a business letter:

Dear Sirs: or Dear Madam:

f. The details following an announcement:

For sale: large lakeside cabin with dock

g. A formal resolution, after the word resolved:

Resolved: That this council petition the mayor.

h. The words of a speaker in a play:

Macbeth: She should have died hereafter.

2. The colon separates the following:

a. Parts of a title, reference, or numeral:

Principles of Mathematics: An Introduction
Luke 3: 4-13
8:15 a.m.

b. The place of publication from the publisher, and the volume number from the pages in bibliographies:

Miller, Jonathan, *The Body in Question*. New York: Random House, 1978.
Jarchow, Elaine. "In Search of Consistency in Composition Scoring." *English Record* 23.4 (1982): 18--19.

THE SEMICOLON

1. Semicolons can join closely related independent clauses which are not joined by a coordinating conjunction.

Since the mid-1970's America's campuses have been relatively quiet; today's students seem interested more in courses than causes.

2. Semicolons punctuate two independent clauses joined by a conjunctive adverb.

On weekdays the club closes at eleven; however, on weekends it's open until one.

3. Semicolons punctuate clauses joined by a coordinating conjunction when the clauses have commas within them.

Today people can buy what they need from department stores, supermarkets, and discount stores; but in Colonial days, when such

conveniences did not exist, people depended on general stores and peddlers.

4. Semicolons punctuate items in a series when there are commas within the series.

At the alumni dinner, I sat with the school's best-known athlete, Gary Wyckoff; the editor of the paper; two stars of the class play, a fellow and a girl who later married each other; and Tad Frump, the class clown.

PUNCTUATION -- THE APOSTROPHE, THE DASH, THE HYPHEN, AND ITALICS

Writing Guide #13

THE APOSTROPHE

1. The apostrophe forms the possessive case of nouns.

Mr. Smith's car
Bob Davis's boat -- singular
the Davises' boat -- plural
the women's coats -- plural
father-in-law's

In hyphenated words, add the apostrophe to the last word.

2. Apostrophes show the omission of letters or numerals.

don't
can't
class of '84

3. Apostrophes add clarity when forming the plural of words, letters, symbols, and numbers referred to as words (including acronyms).

She earned three A's.
There are two MSC's on post.
His 3's and 5's look alike.
The Cowboys dominated football in the 1970's.
Use +s and -s on the test.

THE DASH

1. The dash (indicated by -- n typing) shows a sudden break in thought.

Well, if that's how you feel -- I guess the game is over.

2. The dash sets off parenthetical elements.

The train arrived--can you believe it--right on time.

3. The dash emphasizes an appositive.

Bill only worried about one thing--food.

4. The dash precedes the author's name after a direct quotation.

"That is nonsense up with which I will not put."--Winston Churchill

THE HYPHEN

1. The hyphen joins compound words.

mother-in-law

2. The hyphen joins words to make a single adjective.

senior-level leadership

3. The hyphen indicates two-word numbers (21 to 99) and two-word fractions.

twenty-two three-fourths

4. The hyphen separates the prefixes ex- (when

it means former), self-, all-, and the suffix -elect from the base word.

ex-president
all-conference
self-confident
Senator-elect

5. The hyphen indicates words divided at the end of a line.

The classroom accommodates
thirty-- six people.

ITALICS (UNDERLINING)

1. Italics, underlining, designates titles of separate publications.

Books -- The Catcher in the Rye
Magazines and newspapers --
Newsweek/The New York Times
Pamphlets--Bee Keeping
Plays, TV and radio programs,
and films--The Burning Bed
Long Poems--The Candelabras Tales

2. Italics indicate the names of ships, aircraft, and spacecraft.

Schultz sailed on the Enterprise.
The explosion aboard the Challenger was a tragedy.

3. Italics indicate the titles of paintings and sculptures.

The Mona Lisa
Crossing the Delaware

4. Italics indicate foreign words not yet Anglicized.

It was a fait accompli.

5. Italics indicate words, symbols, letters, or figures when used as such.

The t is often silent.
Avoid using & in formal writing.

6. Italics show emphasis.

You are so right about the car.

PUNCTUATION -- QUOTATION MARKS

Writing Guide #14

1. Use quotation marks to enclose direct quotations.

MacArthur vowed, "I shall return," as he left the islands.

- a. With an interrupted quotation, use quotation marks only around the quoted words.

"I heard," said Amy, "that you passed the course."

- b. With an uninterrupted quotation of several sentences, use quotation marks before the first sentence and after the last.

Jenkins said, "Something's wrong. I know it. He should have called in by now."

- c. With long uninterrupted quotations of several paragraphs, use either of the following forms.

(1) Put quotation marks at the beginning of each paragraph but at the end of only the last paragraph.

(2) Use no quotation marks at all; instead, indent the entire quotation and type it single spaced.

- d. With a short quotation that is not a complete sentence, use no commas.

Barrie described life as "a long lesson in humility."

- e. Use the ellipsis (three periods {...}) to indicate the omission of unimportant or irrelevant words from a quotation.

"What a heavy burden is a name that has become...famous."

--Voltaire

- f. Use brackets to indicate explanatory words added to the quotation.

"From a distance it [fear] is something; nearby it is nothing."

--La Fontaine

- g. When quoting dialogue, start a new paragraph with each change of speaker.

"He's dead," Holmes announced.

"Are you sure?" the young lady asked.

2. Use quotation marks around the titles of short written works: poems, articles, essays, short stories, chapters, and songs.

The first chapter in The Guns of August is entitled "A Funeral."

I still get misty-eyed when I hear "Danny Boy."

3. Use quotation marks around definition of words.

The original meaning of lady was "kneader of bread."

4. Use quotation marks to indicate the special use of a word.

Organized crime operates by having its ill-gotten gains "laundered" so they appear legitimate.

5. Use a set of single quotation marks to indicate a quotation within a quotation.

She asked, "Who said, 'Let them eat cake.'?"

6. Place periods and commas inside quotation marks.

Dr. Watson said, "It's the speckled band."

7. Place colons and semicolons outside the quotation marks.

Coe barked, "I have nothing to say"; then he left.

8. Place question marks, exclamation marks, and dashes inside the quotation marks when the punctuation belongs to the quote and outside the quotation marks when they do not.

Shauna said, "Who is my opponent?"

2. Use quotation marks around the titles of short written works: poems, articles, essays, short stories, chapters, and songs.

The first chapter in The Guns of August is entitled "A Funeral."

I still get misty-eyed when I hear "Danny Boy."

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Coe barked, "I have nothing to say"; then he left.

8. Place question marks, exclamation marks, and dashes inside the quotation marks when the punctuation belongs to the quote and outside the quotation marks when they do not.

Shauna said, "Who is my opponent?" Did Shauna say, "I fear no opponent"?

Student Handout 5

Army Writing Style Programmed Text

**This Student
Handout
Contains**

This student handout contains 52 pages of material designed to provide you a review of some of the basic rules of grammar, punctuation, and word choice.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE, IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

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Introduction

Introduction

AR 25-50 states, "Effective Army writing transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage . . . use correct spelling, grammar, and punctuation." During the Army Writing Style lesson we do not have the time or the resources to teach these skills – you should already be familiar with them. Since it may have been a while since you attended any formal schooling, the lesson developer prepared this programmed text to provide you a review of some of the basic rules in grammar, punctuation, and word choice. This programmed text does not cover every rule and its application; we simply provide it to you as a review. It is up to you to be familiar with the rules of grammar, punctuation, and word choice.

In some cases the references regarding grammar, punctuation, and word choice contradict each other; therefore, for consistency in this lesson and throughout the rest of this course, this programmed text provides the rules by which your instructor will evaluate your work on the Army writing style. The lesson developer used *The Gregg Reference Manual*, Ninth Edition and *English Simplified*, Ninth Edition in preparing this programmed text.

NOTE: DO NOT WRITE IN THIS PROGRAMMED TEXT; THIS IS A RECOVERABLE STUDENT HANDOUT. If you desire to keep a copy of this programmed text, you may make a copy or download it at <http://usasma.bliss.army.mil/PLDC/>. Whether you make a copy of your own or write your answers on a separate sheet of paper, compare your response with the suggested response in the programmed text. Work at your own pace and take breaks as needed. You must complete this programmed text prior to the Army Writing Style lesson.

ARMY WRITING STYLE PROGRAMMED TEXT

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-
1. To complete this programmed text turn the page and start with frame 2. After you complete frame 2, turn the page and complete frame 3. Continue this process until you reach frame 50; it will direct you back to this page, frame 51.
-

51. Select the correct verb in the following sentence:

The soldiers in PT formation (was, were) singing cadence.

101. Clause A: Before the Commander can make a decision,
Clause B: he must have all the facts.

Clause A is (a) (an) _____ clause.

Clause B is (a) (an) _____ clause.

151. 1SG Beatty told PFC Mainor that his pants were too long, that his jacket was too tight, and that he needed a haircut.

The underlined clauses are _____ clauses.

201. We removed the *and*. Punctuate the sentence now:

The ISG called the company to attention he reported to the Commander.

251. We normally add an apostrophe and an s, except when the word is _____ and ends in _____.
-

-
2. The sentence is our basic unit of spoken or written thought. It is a group of words representing a complete thought and containing a subject and a predicate. For the purpose of this lesson we only review the complete subject and the complete predicate.
-

52. were (disregard the intervening phrase "in the PT formation")
(The soldiers were – not the soldiers was)
-

102. a dependent
an independent
-

152. dependent
-

202. The ISG called the company to attention; he reported to the Commander.
-

252. plural
s
-

-
3. The complete subject is the part that names the person or thing the sentence speaks about.

The complete predicate tells what the subject does, what someone or something does to the subject, or what or how the subject is.

53. Select the correct verb in the following sentence:

The commander's vehicle, as well as the vehicles inside the bay, (need, needs) the oil changed.

103. SPC Davis attended PLDC, and he went home on leave.

How many independent clauses are there in this example.

153. Let's see how well you remember the punctuation rules you've reviewed. Punctuate the sentences in the following frames (as applicable) and justify your answer:

PFC Mainor hemmed his pants bought a new jacket and got a haircut.

203. You could also make two separate sentences by replacing the semicolon with a period and capitalizing the first word of the second independent clause.

Remember, do not try to replace the semicolon with a comma; this will make it a run on sentence.

253. sergeants; dogs; students; teachers

Each of the above words is _____ and ends in s, so you would add only an _____ to show possession.

4. SPC Jones attended PLDC.

54. needs (disregard the intervening phrase “as well as the vehicles inside the bay”)
(The commander’s vehicle needs – not The commander’s vehicle need)

104. two

154. PFC Mainor hemmed his pants, bought a new jacket, and got a haircut.
Use commas to separate three or more clauses and phrases in a series.

204. The ISG called the company to attention. He reported to the Commander.
This shows the previous sentence divided into two sentences.

254. plural
apostrophe

5. What is the complete subject of the sentence in frame 4?

What is the complete predicate of the sentence in frame 4?

55. Try another one.

Several squad members, along with the squad leader, (was, were) missing from the mandatory training.

105. SPC Davis attended PLDC before he went home on leave.

We changed *and* to *before*. Now how many independent clauses are there?

155. PFC Jeeter did not attend PLDC because he was overweight.

205. Punctuate the following sentence using the semicolon:

PV2 Smith and PFC Trainor fired expert SGT Cooper fired sharpshooter.

255. Do not use an apostrophe with possessive pronouns (*his, hers, its, ours, yours, theirs*) or with *whose*.

6. SPC Jones (subject)
 attended PLDC (predicate)

56. were (disregard the intervening phrase “along with the squad leader”)
 (members were – not members was)

106. one SPC Davis attended PLDC.

156. No punctuation required.
 (independent clause precedes the dependent clause)

206. PV2 Smith and PFC Trainor fired expert; SGT Cooper fired sharpshooter.

256. Thus far, we have reviewed how to use the apostrophe to show possession. Next we’ll review using the apostrophe to make contractions.

7. The _____ is the part that names the person or thing the sentence speaks about.

The _____ tells what the subject does, what someone or something does to the subject, or what or how the subject is.

57. Now let's look at another rule. A compound subject (more than one subject) joined by *and* requires a plural verb.

107. SGT Jackson is a squad leader, and he is the unit reenlistment NCO.

The word *and* joins two _____ clauses.

157. Because PFC Jeeter now meets the weight standard the Commander lifted the flag.

207. Correctly punctuate the following sentence:

PFC Burns went to see the first sergeant but the first sergeant had already left for the day.

257. A contraction is simply the abbreviated form of two words that you have added together to form only one.

When you join the words *would* and *not* into *wouldn't*, you have formed a _____.

8. complete subject
complete predicate

58. Wrong: SGT Jones and SGT Booker *is* in the dining facility.
Right: SGT Jones and SGT Booker *are* in the dining facility.

108. independent

158. Because PFC Jeeter now meets the weight standard, the Commander lifted the flag.
(the dependent clause precedes the independent clause)

208. PFC Burns went to see the first sergeant, but the first sergeant had already left for the day.
Did you remember that two independent clauses joined by a coordinating conjunction
require a comma?

258. contraction

-
9. Next we'll review the eight parts of speech in traditional grammar: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.
-

59. Select the correct verb in the following sentence:

The commander and first sergeant (prepare, prepares) the unit for the NTC rotation.

109. Earlier we reviewed the conjunction as a part of speech. Now we'll look more closely at coordinating conjunctions.
-

159. The standards you establish and enforce will give your soldiers order and tough training will give them confidence.
-

209. Remember the first rule for using the semicolon is to put it between two _____ not joined by a _____ conjunction.
-

259. Form contractions for the following:

what is	is not	should have
you are	who is	does not

10. A noun is a word that names a person, place, or thing (including a quality or idea).

60. prepare

110. SGT Jackson is a squad leader, and he is the unit reenlistment NCO.

When we use the word *and* in this way, we are using it as a coordinating conjunction.

160. The standards you establish and enforce will give your soldiers order, and tough training will give them confidence.

(two independent clauses joined by a coordinating conjunction)

210. independent clauses

coordinating

260. what's	isn't	should've
-------------	-------	-----------

you're	who's	doesn't
--------	-------	---------

11. Identify the nouns in the following sentence:

SPC Johnson went to the motor pool to perform PMCS on his vehicle.

61. Let's try another.

Strong values and ethics (form, forms) the foundation for good leadership.

111. When you join words, phrases, and clauses of equal importance, you normally use a _____ conjunction.

161. We will now review the use of commas with restrictive and nonrestrictive clauses and phrases.

211. Another rule for using the semicolon involves sentence elements that have commas in them.

261. We also use apostrophes to make plurals of letters and symbols. Form the plural of letters and symbols by adding an apostrophe and an s.

SGT Jones' grades in her college class included three A's and two B's.

Use +'s and -'s on the test.

-
12. SPC Johnson (person)
motor pool (place)
PMCS (thing)
vehicle (thing)
-

62. form
-

112. coordinating
-

162. A restrictive clause or phrase is essential to the meaning of the sentence. It fully or partially identifies (restricts) the word it modifies. It answers the question “which one?”
-

212. CPL Booker, the first squad leader; SGT Snooker, the second squad leader; and SGT Cooker, the third squad leader attended the platoon meeting.

The underlined portions make up a series.

262. Do not put an apostrophe with the s to form the plural of abbreviations or acronyms such as NCO, MACOM, and BDU.

NCOs; not NCO's

MACOMs; not MACOM'S

BDUs; not BDU's

13. A pronoun substitutes for or takes the place of a noun.

Examples: *I, my, mine, me, we, our, ours, us, you, your, yours, he, his, him, she, her, hers, it, its, they, their, them.*

63. An exception to this rule is that we will use a singular verb when two or more subjects connected by *and* refer to the same person or thing.

113. Examples of _____ conjunctions are: *and, or, but, nor, so, yet, and for.*

163. If we can't remove a clause or phrase without changing the meaning of the sentence, then we call that clause or phrase _____.

213. Earlier we saw that we use the **comma** to separate words in a simple series, but the series in frame 212 is a complex series that contains commas within the series.

263. Use only a lower case *s* to form the plural of acronyms.

Example: Several NCOs attended the meeting.

14. We call the noun that a pronoun stands in for the antecedent of that pronoun.

64. My mentor and friend was by my side during the whole ordeal. (One person is both mentor and friend.)

114. coordinating

164. restrictive

214. CPL Booker, the first squad leader; SGT Snooker, the second squad leader; and SGT Cooker, the third squad leader attended the platoon meeting.

This example illustrates the use of a semicolon when the sentence contains commas within the items of the series.

264. Use an apostrophe and an s, however, to show possession.

Example: This NCO's performance was exceptional.

15. Identify the pronoun and antecedent in the following sentence:

PFC Thomas and his squad leader had to see the first sergeant.

65. Select the correct verb in the following sentence:

Wear and tear (is, are) normal on some equipment.

115. SPC Sanchez got a cramp, but he completed the run.

The underlined word is a _____.

SPC Sanchez got a cramp, but he completed the run.

The underlined portion is (a) (an) _____.

165. The Commander will flag all soldiers who are overweight.

If we remove the underlined clause would it change the central thought of the sentence?

215. Correctly punctuate this sentence:

SPC Scott from Ft Bliss SPC Darner from Ft Knox and SPC Grappler from Ft Benning are attending PLDC.

265. Give the example below a try.

NCO___ are responsible for maintaining four sets of BDU___. Each NCO___ BDU___ must be serviceable.

16. his (pronoun)
PFC Thomas (antecedent)

66. is (Wear and tear is one type of damage.)

116. coordinating conjunction
independent clause

166. It most definitely would.
The clause who are overweight answers the question “which soldiers?”
So this is a restrictive clause.

216. SPC Scott, from Ft Bliss; SPC Darner, from Ft Knox; and SPC Grappler, from Ft Benning are attending PLDC.

266. **NCOs** are responsible for maintaining four sets of **BDUs**. Each **NCO’s BDUs** must be serviceable.

17. A verb expresses action or state of being.

Identify the verbs in the following sentence:

PFC Jones is fast; he ran two miles in 10 minutes.

67. Another subject-verb agreement rule is that singular subjects joined by “*or, either . . . or, neither . . . nor, or not only . . . but also*” are singular and require a singular verb.

117. Because you must be familiar with the rules of grammar, punctuation, and word choice, you must complete this programmed text before class.

The underlined portion is (a) (an) _____.

167. All soldiers who fired expert will receive recognition at the ceremony.

If we delete the underlined phrase, the meaning changes; therefore, we call it a
_____.

217. We can use the semicolon in another instance also.

We can use it to set off conjunctive adverbs. Some grammar books refer to conjunctive adverbs as transitional expressions. For the remainder of this programmed text we will use only the term conjunctive adverb.

267. Next we will review two uses of the question mark.

As mentioned earlier, we use the question mark after a direct question.

Example: Did SPC Hoover attend PLDC? When? Where?

-
18. is (verb -- state of being)
ran (verb -- action)
-

68. Neither my squad leader nor my platoon sergeant has a copy of the change to the training schedule.
-

118. dependent clause
-

168. restrictive phrase
(it answers the question "which soldiers?")
-

218. The words *however*, *although*, *therefore*, and *nevertheless* are examples of conjunctive adverbs.

The conjunctive adverb is normally in the middle of the sentence.

268. We can also enclose a question mark in parentheses to express doubt or uncertainty about a word or phrase within a sentence.

Example: PFC Smith joined the Army after his graduation from high school in 2001(?).

We are indicating uncertainty about the date, so we use a question mark in parentheses.

19. An adjective modifies a noun or occasionally a pronoun.

69. Let's try one.

Either SGT Cooper or SGT Stevenson (is, are) going to be the new training NCO.

119. Now that we know how to identify dependent clauses, independent clauses, and coordinating conjunctions, we can review some rules for properly using the comma.

169. A clause or phrase that merely adds information or facts that are not essential to the meaning of the sentence is _____.

219. Years ago not many NCOs had bachelor's degrees; however, today many NCOs have master's degrees.

However is a _____. We precede it with a _____ and follow it with a _____.

269. Now let's move on to quotations marks. As the name implies, we normally use quotation marks to enclose direct quotations.

SGT Cooper asked, "Where is PVT Smith?"

This leads to another topic: using quotation marks in conjunction with other punctuation.

20. An adverb usually modifies a verb, but it can also modify an adjective or another adverb.

70. is

120. When a coordinating conjunction joins two independent clauses, put a comma before the conjunction.

170. nonrestrictive

220. conjunctive adverb

semicolon

comma

270. Always put *periods* and *commas* *inside* closing quotation marks.

Always put *colons* and *semicolons* *outside* closing quotation marks.

Place *question marks*, *exclamation points*, and *dashes* *inside* the quotation marks when they belong to the quotation and *outside* when they don't.

21. Identify any adjectives and adverbs in the following sentence:

The leadership skills you learn in PLDC will make you a more confident and effective leader.

71. The final agreement rule we will review pertains to having both a singular and plural subject. If the subject contains both a singular and plural word connected by *or, either . . . or, neither . . . nor, or not only . . . but also*, the verb agrees with the nearer part of the subject.

121. SPC Clark graduated from PLDC, and he received a bachelor's degree in management.

Since we have two independent clauses joined by a coordinating conjunction, we place a _____ before the _____.

171. SSG Jones, who I went through basic training with, is now my platoon sergeant.

If we omitted the underlined phrase, we wouldn't change the meaning; therefore, we call it a _____.

221. Let's see if you have it.

We put a _____ before a _____
and put a _____ after it when it joins two independent clauses.

271. Correctly punctuate the following sentences:

How many push-ups did I do asked SGT Jumper

SFC Hopper exclaimed You did 80; that's great

-
22. leadership (adjective modifying the noun skills)
more (adverb modifying the adjective confident)
confident (adjective modifying the noun leader)
effective (adjective modifying the noun leader)
-

72. Neither the *platoon sergeant* nor his *squad leaders* have copies of the new SOP.
(The verb *have* agrees with the nearer subject, *squad leaders*.)
-

122. comma
coordinating conjunction
-

172. nonrestrictive phrase
-

222. semicolon
conjunctive adverb
comma
-

272. "How many push-ups did I do?" asked SGT Jumper.
SFC Hopper exclaimed, "You did 80; that's great!"
-

23. A conjunction is a word or phrase that joins or connects words, phrases, or clauses.

73. You try one.

Either the platoon sergeants or the first sergeant (is, are) attending the ceremony.

123. When we have two _____ joined by a
_____, put a comma before the conjunction.

173. A vehicle with an empty gas tank is of no use.

What is the dependent phrase? Is it restrictive or nonrestrictive? Does it change the meaning of the sentence?

223. However, when the conjunctive adverb is the first word of a sentence, simply follow it with a comma.

Note in this example a comma follows the conjunctive adverb, *However*.

273. Let's try some more. Correctly punctuate the following sentences:

When are we going to the field asked PFC Smith
SGT Jones announced We are going on Thursday then he said that everyone must go
PFC Smith then asked SGT Jones when they would return

24. A coordinating conjunction (*and, but, or, nor, for, yet, so*) joins words of the same kind and same importance.

A subordinating conjunction (*if, because, although, when, unless, etc.*) joins a dependent clause to an independent clause.

74. is

(The verb *is* agrees with the nearer subject, first sergeant.)

124. independent clauses

coordinating conjunction

174. “with an empty gas tank” is the dependent phrase.

It is restrictive.

It would definitely change the meaning.

224. The next mark of punctuation we will review is the colon.

Keep in mind that the colon is in no way related to the semicolon.

274. “When are we going to the field?” asked PFC Smith.

SGT Jones announced, “We are going on Thursday”; then he said that everyone must go.

PFC Smith then asked SGT Jones when they would return. (just a period, indirect question)

25. Identify the conjunctions in the following sentences:

PFC Green attended the class; but he did not receive his certificate.

Because SPC Smith had an asthma attack, he did not complete the run.

75. Now that we've reviewed parts of speech and subject-verb agreement, we will review punctuation and some other sentence structure rules.

125. SPC Clark graduated from PLDC and received a bachelor's degree in management.

In this example, the word *and* does not join two independent clauses, so we don't need a comma.

175. Now we can state the rule for using the comma with restrictive and nonrestrictive clauses and phrases.

225. We can use a colon to introduce a list that follows a grammatically complete sentence.

Often *the following* or *as follows* precedes the colon.

275. Let's look at some other uses of quotation marks. We may also use quotation marks to enclose words used in a special sense or for a special purpose.

The urinalysis test can detect methamphetamines, or "speed."

26. but

Because

We will review conjunctions in greater detail later in this programmed text during punctuation.

76. Once again, this programmed text is only a basic review. We cannot review every punctuation mark and every rule that applies to it. We will only address those that seem to be the most troublesome.

126. Okay, time for you to give it a try. Turn the page and correctly punctuate the following sentences:

176. **Use commas** to set off nonrestrictive clauses and phrases.

DO NOT use commas to set off restrictive clauses or phrases.

226. SSG Jennings is a graduate of the following courses: PLDC, BNCOC, and ANCOC.

Notice that "SSG Jennings is a graduate of the following courses" is a grammatically complete statement. Also notice that *the following* is the key phrase indicating that a list follows and that the colon introduces the names of the courses.

276. We can also use quotation marks in the definition of words.

A *task force* is "a temporary grouping of units, under one commander, formed for the purpose of carrying out a specific operation or mission."

Notice the defined word is in italics (or underline); the definition is in quotation marks.

27. A preposition is a connective that shows the relationship between a noun or pronoun and some other word in the sentence.

77. Let's begin by looking at the period.

127. PFC Jackson had a flat tire yet he made it to formation on time.
1SG Smith injured his foot and didn't run.

177. Punctuate the following sentences:
CSM Avery my battalion CSM will attend the PLDC graduation.
All soldiers who will be graduating must attend the rehearsal.

227. Correctly punctuate the following sentence:
SPC Dickson has been on the following installations Ft Dix Ft Knox and Ft Jackson.

277. The last punctuation mark we'll review is the hyphen. Before the use of computers we used the hyphen in word division at the end of a line. Computers have a feature called "text-wrapping" that eliminates the requirement for word division.
If for some reason you need to divide a word with a hyphen, check the dictionary to ensure that you put the hyphen between syllables.

28. Some prepositions show relationships in direction (*to, from, toward, down, up, at*).

78. We put a period at the end of declarative sentences. We define a declarative sentence as a sentence that makes a statement.

128. PFC Jackson had a flat tire, yet he made it to formation on time.

The second sentence requires no punctuation. We don't have two independent clauses, so the sentence does not require a comma.

178. CSM Avery, my battalion CSM, will attend the PLDC graduation. (my battalion CSM is nonrestrictive and not essential to the sentence)

All soldiers who will be graduating must attend the rehearsal. (no punctuation needed, "who will be graduating" is restrictive and essential to the sentence)

228. SPC Dickson has been on the following installations: Ft Dix, Ft Knox, and Ft Jackson.

278. We also use the hyphen to form certain compound words such as:

short-term; self-discipline; well-known

Use the dictionary to determine compound words.

29. Other prepositions show relationships in time (*before, during, after, until, till*).

79. PFC Jennings went to the dining facility.

Since this is a _____ sentence, we end it with a _____.

129. The first rule we reviewed concerned independent clauses joined by a coordinating conjunction. The second rule about commas concerns both dependent and independent clauses.

179. Occasionally, we can also use parentheses to set off nonrestrictive clauses and phrases. So the question should come to mind: When do we use parentheses, and when do we use commas for nonrestrictive clauses?

229. We can also use the colon to introduce a second independent clause that explains or illustrates the first clause.

279. Use a hyphen to join words used as a single adjective before a noun, but do not use a hyphen between an *-ly* adverb and an adjective.

Battle-focused training (adjective before a noun)

highly trained NCO (no hyphen between the adverb *highly* and the adjective *trained*)

30. Still other prepositions, such as *of*, *for*, *about*, *with*, *except*, and *but* (when it means except), show many different kinds of relationships between the words they relate.

80. declarative
period

130. When a dependent clause precedes an independent clause, **use a comma** to separate them.
Don't put a comma between clauses if an independent clause precedes a dependent clause.

180. Use parentheses to set off a nonrestrictive clause or phrase when dashes would be too emphatic and commas might create confusion.

230. The military as a career sounds very attractive: the travel, the educational benefits, and the opportunities for training and advancement seem excellent.

280. We also use a hyphen when writing out two-word numbers from twenty-one to ninety-nine and two-word fractions.
thirty-three fifty-two two-thirds

31. Identify the prepositions in the following sentence:

During the situational training exercise you will apply many skills you learned earlier in the course.

81. You also put a period at the end of imperative sentences. An imperative sentence is a sentence that expresses a command or a request.

Go to the motor pool.

131. Clause A: Because he had a flat tire,
Clause B: he was late for formation.

Clause A is _____ and clause B is _____. The comma goes after the _____ clause.

181. Many of the components, *for example, the motor*, come from outside suppliers.

The comma in this sentence might cause confusion. The next sentence illustrates the nonrestrictive clause set off with parentheses instead of commas.

Many of the components (*for example, the motor*) come from outside suppliers.

231. Now you try one. Correctly punctuate the following sentence:

I have two goals before I ETS I want to get promoted and complete my degree.

281. Punctuate with a hyphen, as appropriate, the examples below:

court martial

one fourth

task force

long term

decision making process

Army values

32. During

82. Use a period to end indirect questions.

132. dependent
independent
dependent

182. To continue with our review of the comma, we will next review parenthetical expressions. Parenthetical expressions interrupt the flow of the sentence and are not essential to its meaning. Some examples include *on the other hand, by the way, coincidentally, in fact, indeed, naturally, of course, in my opinion*, etc.

232. I have two goals before I ETS: I want to get promoted and complete my degree.

282. court-martial one-fourth task force
long-term decision-making process Army values
Remember, when in doubt use a dictionary.

33. An interjection is a word that shows emotion. Unlike the other kinds of words, the interjection has little or no grammatical connection with the rest of the sentence.

83. SGT Kramer asked when they left.

This sentence does not ask a question directly; therefore, it is an _____ question and uses a _____ at the end of the sentence.

133. Clause A: He was late for formation
Clause B: because he had a flat tire.

Since clause A is _____ and precedes clause B, which is _____, we **don't put a comma** between them.

183. PLDC, in my opinion, is a very good course.

The underlined parenthetical expression interrupts the sentence and is not essential to the sentence; therefore, we use _____ to set it off.

233. Try another one. Correctly punctuate the following sentence:

The following sacrifices are necessary to improve your personal fitness stop drinking stop smoking and watch your calories.

283. Now that we've reviewed subjects, predicates, parts of speech, and punctuation let's review something else that can be a problem, word choice. There are many words in the English language that sound alike; the only way to be sure you use the correct word is to check the dictionary and become familiar with their meanings.

Let's look at some of these words. The list in the next frame is not all inclusive.

34. We should punctuate mild interjections with a comma and punctuate strong interjections with an exclamation mark.

84. indirect
period

134. independent
dependent

184. commas

234. The following sacrifices are necessary to improve your personal fitness: stop drinking, stop smoking, and watch your calories.

284. accept, except to, too, two its, it's lie, lay whether, weather
than, then their, there, they're affect, effect your, you're forth, fourth
The spell check tool on your computer will only identify misspelled words, not incorrect words.

35. Identify the interjections in the following sentences:

Oh, I didn't know I had duty driver.

Wow! PFC Streak ran two miles in 8 minutes and 57 seconds.

85. The Commander asked if the 1SG was in his office.

Since this is an _____ question, we put a _____ at the end of this sentence.

135. Correctly punctuate the following sentences:

If you score 300 on the PT test you will receive a certificate of achievement.

We cleaned all our equipment after we returned from the field.

SPC Brown is at PLDC and SPC White is the acting squad leader.

185. Here are some other examples of parenthetical expressions: *to tell the truth*, *on the whole*, *in the first place*, and *for example*.

You may occasionally choose to omit the commas from short parenthetical expressions (such as *also*, *too*, and *perhaps*) if you feel they do not interrupt the flow of your sentence.

235. Next we'll review the apostrophe and its use in a sentence.

285. Select the correct word in the following sentences:

Everyone attended the platoon meeting (accept, except) SPC Jones; he is in PLDC.

After you graduate from PLDC, go (forth, fourth) and do great things.

36. Oh

Wow

86. indirect

period

136. If you score 300 on the PT test, you will receive a certificate of achievement. (dependent clause precedes the independent clause)

We cleaned all our equipment after we returned from the field. (no punctuation, the independent clause precedes the dependent clause)

SPC Brown is at PLDC, and SPC White is the acting squad leader. (two independent clauses joined by a coordinating conjunction)

186. The last rule concerning the comma deals with sentence elements that might be incorrectly read together.

To assist, his squad leader made him an appointment at AER.

Without the comma after assist, the above sentence might have been puzzling.

236. One of the uses of the apostrophe is to show possession or ownership.

286. except = with the exclusion of

forth = away from a given place

37. Now that we've reviewed subjects, predicates, and parts of speech, let's continue by reviewing a topic that causes problems for many: subject-verb agreement.

87. Where is PVT Smart?

This sentence asks a question directly; therefore, it is a direct question and requires a question mark.

We will cover this in greater detail later in this programmed text.

137. Next, we will consider a series of words in a sentence. In a sentence, a series is three or more words, phrases, or clauses, all used in the same way.

Use commas to separate three or more words used in a _____.

187. As you know nothing came out of the meeting.

Does this sentence need punctuation?

237. Possessive nouns show "belonging to." If a soldier has (possesses) a car, the car belongs to the soldier. It is the soldier's car.

287. Let's try some more. Select the correct word in the following sentences:

Let me (lie, lay) your fears to rest.

The (principles, principals) of Be, Know, and Do are the basis for Army leadership.

38. In sentences, subjects and verbs have matching forms to show their grammatical relation.
We call this relation agreement.

88. Use the period, or rather a series of three periods, to indicate omissions from quoted material.

When we use three periods in this manner, we call it an ellipsis.

138. series

188. As you know, nothing came out of the meeting.

Yes, since it could be misread.

238. Possessive nouns always add an apostrophe (').

Singular possessive nouns normally also add an s ('s).

288. lay = to put, to place

principles = a rule or a truth

39. The subject-verb must agree in person. The first person means the person(s) doing the speaking: I or we. The second person means the person(s) spoken to: you. The third person means the person(s) or things(s) spoken about: he, she, it, they, or any such noun.

89. Patton said, "Leadership . . . is the thing that wins wars."

The three periods, the ellipsis, indicates that we have _____ material after the word "leadership."

Note the spaces between each period in the ellipsis.

139. We usually use the conjunction *and* or *or* to join the last two words in a series.

189. Does this sentence need punctuation? If so, punctuate it correctly.

If you can get some help for PFC Marcheson.

239. If a word does not end in s, we add an apostrophe plus an s ('s) to show possession.

SGT Smith's car; girl's dress; neighbor's yard; chauffeur's limo

In each case, we show possession by adding an _____ and an _____ to the base word.

289. Keep up the good work.

(To, Too, Two) many times we aren't sure which of the (to, too, two) words (to, too, two) use.

What (affect, effect) will Operation Iraqi Freedom have on the rest of the world?

40. Wrong: I *is* attending PLDC.

Right: I *am* attending PLDC.

90. omitted

140. Normally, putting a comma before this conjunction is optional. For military writing, however, we will always put a comma before the conjunction in a series.

Example: Use the dictionary to check spelling, usage, and pronunciation.

190. Yes, it requires punctuation; there is a chance someone could read it incorrectly.

If you can, get some help for PFC Marcheson.

240. apostrophe

s

290. **Too** many times we aren't sure which of the **two** words **to** use.

What **effect** will Operation Iraqi Freedom have on the rest of the world?

Check the dictionary if you need to.

41. The subject-verb must also agree in number. Singular number refers to one thing, and plural refers to more than one.

91. If you put an ellipsis at the end of a declarative sentence, add another period to complete the sentence.

141. Punctuate the following sentence correctly:

PFC Wilson SPC Jones and SGT Ham went to the range and fired expert.

191. This concludes the review on the comma. We will now move on to the semicolon.

241. Next we'll review the rule for words that are singular but that end in s.

291. Let's try two more. Select the correct word in the following sentences:

You must consider the (whether, weather) when establishing courses of action.

(There, Their, They're) are 198 soldiers in my company.

42. Singular subjects must take singular verbs; plural subjects must take plural verbs.

92. Now that we know how to use the period, let's look at some rules for developing correct sentences.

Let's briefly review sentence structure.

142. PFC Wilson, SPC Jones, and SGT Ham went to the range and fired expert.

192. In reviewing the semicolon, we must recall one of the rules that we reviewed earlier in this programmed text.

We place a comma before a coordinating conjunction that joins two independent clauses.

242. The words boss, witness, and James are examples of words that end in s, but are singular, not plural.

292. You must consider the **weather** when establishing courses of action.

There are 198 soldiers in my company.

43. Choose the correct verb in the following sentences:

A squad leader (call, calls) his squad to attention.

Squad leaders (call, calls) their squads to attention.

93. Earlier in this programmed text we reviewed conjunctions and the definition of clauses and phrases. Now we will review clauses in more depth.

143. The rule we have been reviewing also applies to clauses and phrases in a series. By definition, a phrase is a group of two or more words without a subject and a predicate; used as a noun, an adjective, or an adverb.

We use a comma to separate _____ or more phrases.

193. The semicolon signals a greater break in thought than the comma but a lesser break than the period. It is closer to a period than to a comma in most of its uses and is often interchangeable with the period.

243. When we wish to show possession with a singular word that ends in _____, we will do the same as we did with the previous rule for showing possession, we will add an _____ plus an _____.

293. This brings us to another rule. One of the sentences in frame 292 reads, "There are 198 soldiers in my company." When do we use figures and when do we spell out the number?

In Army writing, we generally spell out numbers under 10 and use figures for expressing numbers which are 10 or higher.

44. calls

call

94. A dependent clause, even though it has a subject and verb, will not stand alone (will not be a complete sentence) when detached from its sentence.

What makes it dependent is a connecting word, such as *if, because, although, when, and unless*.

144. three

194. SPC Horner is physically fit, but he hates doing sit-ups.

In this example, we have independent clauses joined by a coordinating conjunction.

244. s

apostrophe

s

294. Let's try a couple. Turn the page and determine whether to use the figure or the written out number.

45. Let's try some more. Choose the correct verb in the following sentences:

Our platoon sergeants (is, are) are the best in the battalion.

My first sergeant (is, are) the best in the battalion.

95. A clause that is not a complete sentence is (a) (an) _____ clause.

145. PVT Wright went to the motor pool, the orderly room, and then to the dining facility.

In this example, we have a series of _____ so we must separate them using _____.

195. SPC Horner is physically fit; he hates doing sit-ups.

In this example, we deleted the word *but* and replaced it with a _____.

245. Punctuate each of the following singular nouns to show possession:

boss

witness

James

295. Of the (forty, 40) soldiers in my platoon, (thirty, 30) are graduates of PLDC.

You will receive training on the Army writing style in (four, 4) NCOES courses: PLDC, BNCOC, ANCOC, and in the SMC course.

46. are
is

96. dependent

146. phrases
commas

196. semicolon

246. boss's witness's James's

296. Of the **40** soldiers in my platoon, **30** are graduates of PLDC.

You will receive training on the Army writing style in **four** NCOES courses: PLDC, BNCOC, ANCOC, and in the SMC course.

AR 25-50 will give you more tips on using numbers in your documents.

47. When establishing agreement between subject and verb, disregard any intervening phrases or clauses.

97. Clause A: If the rain continues,
Clause B: we may have to cancel the PT test.
Which clause is dependent? Why?

147. Thus far, we have said that we should separate words or phrases in a _____ with _____.
The same rule also applies to clauses used in a _____. We separate them using _____.

197. We may use a semicolon between two independent clauses if they are closely related and if we don't join them with a coordinating conjunction.

247. Now pronounce each of these examples:

boss's witness's James's

297. You're almost there now.

48. We will review phrases and clauses later. For now, just remember:

A phrase is a group of related words, but it does not contain a subject and verb.

A clause is a group of related words that does contain a subject and verb.

98. Clause A. It is not a complete sentence.

It is a dependent clause.

148. series commas

series commas

198. You may **NOT** use a comma in place of the semicolon; this would create a run-on sentence (comma splice).

248. Did you find any of the possessives hard to pronounce? You probably found it difficult to pronounce James's. This leads us to an exception to the rule of adding an apostrophe plus an s to singular nouns ending in an s.

If the addition of an extra syllable makes a word ending in an s hard to pronounce, add the apostrophe only.

298. In addition to correct punctuation, grammar, and word choice, one more key to successful writing is proof reading what you write.

Read it slowly. Do not read what you think it says, but read what you have actually written.

49. Select the correct verb in the following sentence:

The first sergeants in my battalion (is, are) the best in the brigade.

99. A clause that is a complete sentence is an _____ clause.

149. A clause, by definition, is a group of words that does include a subject and a verb.

199. The ISG called the company to attention and he reported to the Commander.

The underlined portions are _____ joined by a coordinating conjunction.

What mark of punctuation would you use in this sentence?

249. So based on that rule, the correct possessives are:

boss's witness's James'

299. Whenever possible, have someone proof read your writing.

50. are (disregard the intervening clause “in my battalion”)
(The first sergeants are – not The first sergeants is)

(turn to page SH-5-5, frame 51)

100. independent

(turn to page SH-5-5, frame 101)

150. A group of words that contains a subject and a verb but is not a complete sentence is a dependent clause.

(turn to page SH-5-5, frame 151)

200. independent clauses
comma (. . . attention, and . . .)

(turn to page SH-5-5, frame 201)

250. Finally, if the word is plural and ends in s, we add only the apostrophe.

(turn to page SH-5-5, frame 251)

300. There is one last thing that you should always remember. Your proficiency -- or lack thereof -- in punctuation, grammar, and word choice will make an impression on your reader. You are the one who decides whether that impression will be positive or negative.
